

Green Gates Primary School

Keilder Close, Redcar, Cleveland, TS10 4HS

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well in this rapidly improving school. The headteacher's drive and determination make sure all pupils have an equality of opportunity and achieve to the best of their ability.
- Children get a good start in the Nursery and Reception classes from a starting point that is typically well below expected for their age. They make good progress, particularly with their personal and social development and their understanding of the world.
- Pupils continue to make good progress across the school to leave with standards that are broadly in line with those expected nationally in Year 6.
- Pupils known to be eligible for the pupil premium and those with specific needs also make good and sometimes outstanding progress, due to the way the school ensures they receive good quality support with their learning.
- Teaching is good because teachers have a very positive relationship with pupils and meet their needs well in lessons. Pupils are keen to learn and skilled teaching assistants support the needs of pupils well, both in and out of lessons, ensuring they make good progress.
- Pupils behave well and have a good understanding of keeping safe. They work and play well together in this harmonious school where everyone is valued.
- The headteacher is well supported by a strong team of teachers and effective governors who are keen to ensure pupils get the best education possible.
- Teaching has improved because leaders regularly check the quality of teaching and provide appropriate support and guidance. This, along with the regular checking of pupils' progress, has ensured that the school is continuing to improve.

It is not yet an outstanding school because

- Children in the Early Years Foundation Stage do not make as much progress as they could in their early writing skills. Other pupils do not improve their handwriting quickly enough and they do not get enough guidance from marking to help them when they are writing.
- Teaching is not yet outstanding because the pace of lessons and teachers' questioning does not sufficiently challenge pupils to increase their progress. Pupils do not know how to be successful in lessons so that they can improve their own learning and progress.

Information about this inspection

- Inspectors observed 25 lessons or parts of lessons, of which two were joint observations with the headteacher.
- Inspectors observed groups of pupils working with teaching assistants and specifically listened to pupils from Year 1 and 2 read and other year groups in lessons and assembly.
- Inspectors talked to a range of pupils, including the school council, about their work and play in the school.
- Meetings were held with four governors as well as teaching staff, including senior and subject leaders. Discussions were held with a representative from the local authority.
- Inspectors took account of three responses to the on-line questionnaire (Parent View) when planning the inspection and also considered staff questionnaires and a book of comments from parents.
- Inspectors observed the overall work of the school and looked at a number of documents, including the school's data about pupils' current progress. They also looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, its website, and evidence representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- The school is a smaller than average sized primary school.
- A well above average proportion of pupils are known to be eligible for the pupil premium which is additional funding for pupils known to be eligible for free school meals, children in the care of the local authority and children of service families.
- A well above average proportion of pupils are supported at school action. A well above average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Most pupils are of White British heritage.
- The school has achieved the Enhanced Healthy School status, Anti Bullying and Eco School Green Flag awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a breakfast club managed by the governing body.
- The Early Years Foundation Stage is taught in one Reception class and a Nursery class, sharing the same outdoor learning area.
- The school manages a specially resourced provision for pupils with special educational needs, for 14 pupils with social, emotional and behavioural difficulties, as part of a partnership with other schools in the local area. Pupils are educated in the 'base' and then subsequently reintegrate back to their own schools after a short period of time depending on their needs.

What does the school need to do to improve further?

- Accelerate progress in writing across the school by:
 - improving the efficiency of pupils' handwriting skills to better help them to learn how to write so they can produce more work
 - making sure that when pupils' work is marked, comments to enable them to improve, are more clearly linked to what they are learning to write and also give them time to improve
 - improving the teaching of writing and mark making in the Early Years Foundation Stage so children have a better start to learning to write.
- Improve teaching so that it is outstanding by:
 - ensuring that time is used more effectively in lessons so that there is better pace to pupils' learning
 - ensuring that teachers make sure that pupils know how to be successful in their lessons through the better use of success criteria
 - ensuring that pupils know how to check their own learning in lessons so they can improve their own progress
 - using questioning more effectively to challenge pupils, in order to accelerate their learning and progress.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well because the school is rigorous at checking their progress right from the moment they start school. Everyone is well catered for, through work that is carefully planned to meet their needs and as a result, all pupils make good progress.
- Children enter the Early Years Foundation Stage with skills that are typically well below those expected for their age. They have significant weaknesses in their ability to communicate and their knowledge of the world. They make good progress particularly in their speaking and listening skills, although they make less progress in writing because the teaching of mark making and writing is less effective.
- Pupils continue to make good progress, particularly in reading and mathematics, due to improvements in teaching. They reach standards that are below average overall at the end of Key Stage 1 but are continuing to rise.
- Pupils continue to make good and sometimes better progress across Key Stage 2. By the time they leave the school in Year 6, standards are broadly average due to good teaching. Progress in writing is relatively weaker across the school despite the school's best efforts. Marking does not sufficiently help pupils to improve their writing or to accelerate their progress. Pupils' relatively weaker handwriting skills also slow them down and hinders their productivity.
- Reading and the teaching of sounds that letters make (phonics), has had a very positive impact on pupils' progress in reading ensuring they reach standards in line with national expectations.
- The effective teaching of mathematics has increased pupils' progress so that by the end of Year 6, pupils are reaching standards in mathematics that are just above average and continuing to improve.
- Pupils known to be eligible for support from the pupil premium funding, including those entitled to free school meals, also make good and more recently even better progress than pupils nationally. The school has used a wide range of very effective methods to increase their progress. As a result, pupils entitled to free school meals reach standards that are above similar pupils nationally.
- Skilled teaching assistants support disabled pupils and those with special educational needs well. They are used flexibly by all staff and they know their pupils well. As a result, these pupils make good progress due to teaching that is tailored to their needs.
- Pupils with social, emotional and behavioural needs make good progress whilst in the unit to reach standards that are in line with national expectations because their particular needs are catered for well.

The quality of teaching is good

- Teachers have very positive relationships with pupils and reward them for their good learning during lessons. Activities are well planned and meet pupils' needs well. As result, all pupils make good progress.
- Skilled teaching assistants are particularly effective in supporting pupils both in and out of class. They work closely with teachers and the effective group teaching makes a strong contribution to pupils' overall progress.
- The teaching of phonics is very effective across the school and has ensured that pupils have skills that support them in tackling new words in their reading and improving their spelling. This was seen to good effect in a Year 2 lesson, where the teacher ensured that pupils made good progress through well crafted teaching and work that met their needs.
- In some lessons, teachers use success criteria (as explained below) well so pupils know what to do to learn effectively. In a mathematics lesson in Year 4, pupils were given four clear points to help them find the perimeter of a shape. They knew what to do to be successful when asked to

solve a problem at the end of the lesson and made outstanding progress as a result. In some lessons, pupils do not make the same rate of progress because they are not clear about how to achieve successfully.

- The school has introduced a system for pupils to know how well they are doing in their work. This has made a good contribution to their progress. Pupils do not know, however, how to check their own learning and progress in lessons so they can accelerate their own progress.
- Questioning is used well in some lessons. In a Year 5 lesson, pupils were challenged by the teacher's questioning. This helped to accelerate their learning, so they could recall nouns and adjectives quickly, when writing about a Greek monster. This is not always the case. Some questioning does not challenge pupils to extend their learning.
- Teachers use information communication technology well in some lessons. In a Year 6 lesson, pupils made outstanding progress when they used mobile technology to research information. The pace of learning was outstanding and time was used very effectively. In a few lessons, the pace is slow and time is not used well. This slows pupils' progress.
- Teachers are diligent in marking pupils' work regularly. This has improved pupils' progress in mathematics. However, it has been less effective in accelerating pupils' progress in writing because comments do not always enable pupils to improve.
- Pupils who attend the base make good and sometimes better progress. They are inspired and motivated to learn by good quality teaching that supports their learning and emotional needs well.

The behaviour and safety of pupils are good

- Pupils' behaviour is good as the school provides a caring and supportive environment for learning. As a result, pupils make good progress with their personal and social development across the school.
- In the Early Years Foundation Stage, children have a good start to their education. . They settle in quickly, work and play well together, because all staff have the children's welfare at the heart of their work. Consequently, children make good progress in their personal and social development from a very low starting point on entry.
- Pupils enjoy coming to school because they relate well to all staff and enjoy their lessons. Teachers are good at involving pupils in interesting activities. Consequently, pupils are keen to learn and make good progress. The school's breakfast club enables pupils to make a good start to their day.
- Pupils know how to keep safe. The school's curriculum includes visits and visitors from the emergency services, such as the police and the fire brigade. Pupils are also knowledgeable about how to keep safe when using the internet through regular reminders about e-safety.
- The school gives a high priority to promoting anti-bullying. Consequently, pupils said there was very little bullying and if any did occur, they knew that staff would help them to resolve any problems quickly.
- Attendance is above average because the school is highly effective in promoting good attendance by all pupils. They have good systems in place to reward good attendance and have each week's attendance figures outside each classroom as a constant reminder for pupils and parents.
- The school's provision, in partnership with other local schools, for pupils with social, emotional and behavioural difficulties is good. Pupils make good and sometimes outstanding progress, due to very effective teaching and support. This has a positive impact on pupils' personal development as well as their progress in English and mathematics. A high proportion of pupils are successfully introduced back into their schools.

The leadership and management are good

- The headteacher has been instrumental in improving teaching and raising standards. She has a clear and determined plan for the school that is designed to focus on raising standards in English and mathematics. She is well supported by an increasingly skilful team of teachers who are committed to ensuring all pupils achieve well.
- The school is effective at checking how well it is doing. Leaders use this information to identify what needs to be done next. This process is accurate and areas for improvement that have been correctly identified have helped to improve teaching and to raise standards.
- Recent reorganisation of the school's leadership is helping to ensure that the school continues to improve. Checks on how all staff are performing are undertaken on a regular basis. The provision of training and support for staff to improve is good. The school appropriately rewards teachers for improvements in teaching and for their contribution to leadership. This has enhanced teaching and pupils' progress.
- The school has a strong focus on working with parents. This is making a difference to pupils' progress and is developing a positive relationship with parents. The school's parent comment book showed that parents very much enjoy attending a range of workshops and school events.
- A wide range of partnerships with external organisations support the school and pupils' learning and progress. Support from partnerships for pupils with specific needs is good and ensures that their needs are identified and well met. The school's partnership with local schools to support pupils with social, emotional and behavioural needs is very effective due to the excellent leadership by the base leader.
- The school's curriculum widens pupils' horizons and is effective at meeting pupils' needs. Improvements in teaching reading and mathematics have made a difference to pupils' achievement. Visits and visitors to the school enrich the school's curriculum and motivate pupils to learn. The school has identified the need for better links with writing in other subjects and this is beginning to improve pupils' writing.
- Music and art are a great strength in the school. Pupils enjoy singing and playing drums. They are also provided with a range of cultural experiences that encourage them to work and play well together. This makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- The local authority has provided effective support to this rapidly improving school.
- The school is diligent in its procedures for ensuring pupils are safe and safeguarding meets requirements.

■ The governance of the school:

- Governors are ambitious for the school and know what its key strengths are and what it needs to do to improve. They provide skilful support and challenge to the school, as they have a wide range of skills and are well trained. They have a good understanding of how the pupil premium funding improves pupils' progress because they have regular updates from the headteacher and understand the school's data well. They visit the school regularly and look at pupils' work both in books and on display and know about the improvements in teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111607
Local authority	Redcar and Cleveland
Inspection number	405345

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Mike McPartland
Headteacher	Samantha Fiske
Date of previous school inspection	16 March 2011
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