

John Emmerson Batty Primary School

Walnut Grove, Redcar, North Yorkshire, TS10 3PG

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enjoy school and feel extremely safe. They say, 'Teachers are always there for you.' Their behaviour is exemplary and they show respect for each other and for all adults in the school.
- Because of good and sometimes outstanding teaching pupils make good progress from their individual starting points, particularly in reading and mathematics.
- Teachers plan interesting lessons that allow pupils to develop and practise their skills in a range of subjects. Pupils say, 'Our teachers make us want to learn.'
- The school's rich curriculum promotes pupils' outstanding spiritual, moral, social and cultural development.
- The headteacher and leaders have high expectations and fully embrace the school's motto – 'Aim High: Reach for your Goal!' They have taken strategic actions that have improved attainment in writing.
- Funding has been used effectively to ensure that all pupils have equal opportunities to succeed.
- Governors are very involved in the life of the school and are highly effective in the support and challenge they provide.
- The overwhelming majority of parents say that their children are safe and happy and that they would recommend the school to others.

It is not yet an outstanding school because

- Not all teaching is yet outstanding.
- Some planned activities do not sufficiently challenge pupils in their next steps of learning.
- Progress in writing is not as good as it is in reading and mathematics.

Information about this inspection

- Inspectors observed teaching in 12 lessons or parts of lessons. Two observations were carried out jointly with the headteacher.
- Inspectors heard pupils of different ages read and looked at a sample of work in pupils' exercise books.
- Meetings were held with pupils, the headteacher, members of staff, a representative of the local authority and members of the governing body.
- Inspectors looked at a range of documentation, including the school development plan, monitoring records and the school's own analysis of pupils' attainment and progress.
- They took into account the views of parents through the 26 responses to the online Parent View questionnaire, the school's own surveys and through talking to parents during the inspection.
- Questionnaires completed by staff were also taken into consideration.

Inspection team

Carol Gater, Lead inspector

Additional Inspector

James Hannah

Additional Inspector

Full report

Information about this school

- John Emmerson Batty is an average-sized primary school.
- The proportion of pupils who are supported through school action is lower than the national average.
- The proportion supported at school action plus or with a statement of special educational needs is in line with the national average.
- The proportion of pupils known to be eligible for the pupil premium is broadly in line with the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- 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 provides a daily breakfast and after-school club.

What does the school need to do to improve further?

- To increase the proportion of teaching that is outstanding by:
 - sharing the effective practice that exists within the school
 - ensuring that pupils are given opportunities to act on specific improvements given by teachers in their marking.
- To further accelerate pupils' progress, particularly in writing, by:
 - ensuring that planned activities always take account of pupils' next steps in their learning.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with skills that are below those typical for their age. They make good progress through the school and leave Year 6 with attainment that is in line with the national average and improving.
- In the Early Years Foundation Stage teachers plan activities that engage children's interest and curiosity. There are clearly defined areas that enable children to make choices and to develop independence.
- There is a clear focus on the teaching of phonics (the sound that letters make) in a very practical way. As a result, the number of pupils reaching the expected standard in the Year 1 phonics screening check was high in 2012 and 2013.
- Data for 2012 showed that the rate of progress in writing was not as good as it was in reading and mathematics. However, actions have been taken to address this. There is now a consistent approach to teaching writing and pupils have more opportunities to write across the curriculum as well as in English lessons. 'Writing checklists' are providing pupils with guidance on how to improve their work. Current assessments and work in books show that the number of pupils making expected progress in writing has greatly improved and is above the national figure. The number making better than expected progress is still lower than it is in reading and mathematics.
- Pupils are enthusiastic about reading. They appreciate the extra support the school gives them and are proud of their successes. Older pupils speak confidently about their preferences for different authors. Library monitors enjoy selecting a 'Book of the Week' to display in the new library area.
- Leaders and governors actively promote equal opportunities for all. Good liaison with parents and external agencies, in addition to targeted support from well-trained teaching assistants, ensures that disabled pupils and those with special educational needs make the same good progress as their peers.
- Pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, achieve as well as other pupils. In 2012 attainment for this group was lower than that of other pupils. However, this year the school has used funding to create an additional class in each key stage, deploying staff to support pupils at risk of falling behind in their learning. This has been successful, both in narrowing this gap and in raising pupils' confidence levels.

The quality of teaching is good

- Teaching is good overall and there are examples of outstanding practice.
- All teachers have excellent relationships with their pupils and promote a very positive climate for learning. As a result, pupils are keen to participate and are confident to share their ideas.
- In the Early Years Foundation Stage children were keen to talk about their work and to invite inspectors to see the chickens they had hatched. Detailed learning journals highlight engaging activities both indoors and outside and provide evidence of good progress in children's acquisition of basic skills.
- Rules and routines are consistently applied throughout school and this leads to outstanding behaviour. Pupils work hard to earn 'Superstars' and 'Golden Nuggets'.
- Teachers plan interesting sequences of lessons that build on pupils' prior learning. Activities are often set in real contexts. For example, older pupils were set the challenge of calculating how far their teacher ran at different intervals in her training programme and, for homework, were asked to calculate the wattage used by electrical products in their homes.
- Teachers ensure that pupils practise their writing skills in other subjects and this has supported the improvements in writing.

- Teaching assistants provide effective, targeted support, both in and out of class, for individuals and small groups.
- Teachers and teaching assistants provide clear explanations so that pupils know exactly what they need to do. Questioning is used well to extend pupils' thinking.
- Technology is used effectively to enhance learning. A short video clip of 'The Iron Man' provided younger pupils with ideas for their writing. Older pupils successfully used their computing skills to edit and improve their reports on Ancient Egypt.
- A focus on teaching vocabulary has supported improvements in both reading comprehension and writing. Pupils are keen to use 'HLV' (higher level vocabulary) in their speaking and writing.
- Where teaching is most effective, challenging activities are planned that allow pupils to acquire and practise new skills that move them on quickly in their learning, step by step. Sometimes this is not consistent and, as a result, the rate of progress is not as rapid.
- Teachers are very thorough in marking pupils' work. However, in some instances points for development are not specific enough and not everyone provides opportunities for pupils to act on the advice given.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around school is exemplary. They work well together and respect each other's views. Even the youngest children in the school know how to listen carefully and take turns.
- All members of the school team act as excellent role models. They ensure that pupils develop high levels of confidence and independence. A measure of this is the success Year 6 pupils have in a national control technology competition, where they compete against much older pupils.
- Pupils feel very safe in the school and say that any form of bullying is extremely rare and that they are confident that teachers would quickly address any problems.
- Pupils are extremely proud of their school and enjoy taking on responsibilities such as prefects, school councillors, fire marshals and house captains. Teachers and governors say that when pupils represent the school in the community, for example at sporting events, their behaviour is impeccable.
- Pupils are aware of issues in the local and wider community. They raise money for people less fortunate than themselves and have an excellent understanding of actions that protect the environment. In a design technology lesson pupils showed their expert knowledge of the benefits of recycling.
- Pupils appreciate the opportunity to play and socialise at the breakfast and after-school clubs.
- Parents agree that the school has effective systems in place to deal with behaviour and that the level of care and support is outstanding.

The leadership and management are good

- The headteacher, governors and leaders share the same high expectations for pupils in their care. Morale in the school is high; members of staff feel valued and there is a commitment from all to further improve outcomes for pupils.
- Actions from the previous inspection have been addressed. Self-evaluation is accurate and prompt actions are taken to address any areas of concern. For example, initiatives and strategies to improve writing have proved to be successful in raising attainment and ensuring that all groups of pupils make at least expected progress.
- Monitoring procedures are rigorous and are used to evaluate the performance of teachers, linking it to salary progression.
- Systems to track progress are rigorous; teachers are fully involved in monitoring the

achievement of pupils in their classes. Through regular 'standards review' meetings the headteacher holds each teacher accountable for the progress of all groups of pupils.

- Training is planned in line with the school's priorities and the needs of staff. Teachers have worked in partnership with staff from another school to share good practice in the teaching of writing. This has improved the overall quality of teaching. Opportunities to share the expertise within the school have been less frequent.
 - The school's rich and varied curriculum contributes to the excellent spiritual, moral, social and cultural development of pupils. Music has a high profile; the choir is trained to a high standard by talented staff. Funding is used to ensure that all pupils access a wide range of experiences. For example, all pupils have the opportunity to play a musical instrument. A thriving sports partnership with the secondary school enables pupils to participate and compete in a range of sporting activities.
 - The school ensures that parents are well informed about their children's progress. Specific training is made available, for example, on the use of netbooks as part of the 'Anytime, Anywhere' project.
 - The local authority provides light-touch support for this good school.
 - **The governance of the school:**
 - Governors are passionate about making continued improvements to the school. They are aware of its strengths and areas to develop and take a very active role in monitoring key areas. They are analytical and ask challenging questions about attainment and progress.
 - They have been very involved in making strategic decisions about staffing and in the allocation of pupil premium funding. They are clear about its impact on pupils' academic and personal development.
 - They are very aware of how performance management links to school priorities, the quality of teaching and pay.
 - Governors ensure that robust procedures are in place to safeguard all pupils and staff.
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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	111608
Local authority	Redcar and Cleveland
Inspection number	413076

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	229
Appropriate authority	The governing body
Chair	Lorna Shepherd
Headteacher	Martin Kitchen
Date of previous school inspection	5 February 2009
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