

New Marske Primary School

Birkdale Road, New Marske, Redcar, North Yorkshire TS11 8BN

Inspection dates 14–15 May 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Historically, by the time they leave the school pupils do not make enough progress, particularly in their written work.
- At present, achievement in writing is still weaker than in reading or mathematics. Pupils' targets for writing are not used well enough in other subjects and opportunities to inspire high quality writing are missed.
- Teaching does not consistently offer sufficient challenge for some pupils, including the most able.
- Over time, marking has not been consistently good enough to help pupils to improve their work. Nor have they been given the opportunity to follow up mistakes.

The school has the following strengths

- The new headteacher is creating a very positive attitude in the school, focusing on improvements in pupil achievement and in teaching, for example in improving marking.
- The governing body has a clear understanding of the strengths and weaknesses of the school and fully supports the headteacher.
- Arrangements to check the performance of staff are now rigorous and give teachers clear guidance on how to improve.
- Pupils say they feel safe. Behaviour is good and improving, and most parents confirmed this view.

Information about this inspection

- Inspectors visited 17 lessons or parts of lessons taught by eleven different teachers. Two were observed jointly with the headteacher.
- Inspectors listened to pupils read, talked to them about how much reading they do and looked at their work in class.
- Discussions took place with members of the governing body, staff, groups of pupils and a representative of the local authority.
- Documents were examined, including those relating to safeguarding, the school’s improvement plan, records of the school’s checks on teaching and learning, as well as its own assessment data.
- The views of 36 parents, who responded to the on-line questionnaire (Parent View), were also taken into account, as well as the school’s own questionnaire, which surveyed 135 parents.
- Nineteen member of staff completed questionnaires about their view of the school.

Inspection team

Frank Cain, Lead inspector	Additional Inspector
Graeme Clarke	Additional Inspector
Jonathan Chicken	Additional Inspector

Full report

Information about this school

- New Marske is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of pupils supported through school action is slightly above average, but the proportion supported at school action plus or with a statement of educational needs, is below average.
- Almost all pupils are from White British communities.
- All pupils speak English as their first language.
- The present headteacher took up post in September 2013.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so as to raise standards by:
 - ensuring that activities enable all pupils, including the most able, to achieve well
 - extending even more opportunities for pupils to improve on their work after it has been marked by their teachers, so that all pupils learn well.
- Increase the proportion of pupils who are making good progress, especially in writing by:
 - making pupils more aware of their writing targets and applying them to all subjects of the curriculum
 - developing more opportunities which inspire an enthusiasm for learning and boost pupils' performance in written work.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement as too few pupils, including some of the most able, make better than the expected rate of progress from their starting points, compared to pupils nationally, in writing.
- Although current progress is improving because of better pupil assessment procedures, there are still year groups where it is less strong and writing is still an area of concern.
- Pupils' progress in mathematics and reading is far better than in writing.
- When children enter the school they have skills generally typical for their age, although a small proportion is below what would be expected in some areas related to their self-confidence and working with other children.
- Historically, pupils' achievement has been close to national expectations at the end of Key Stage 1 and around the national average by Year 6, with the weakest subject being writing.
- Progress in the Early Years Foundation Stage is now good, as children are given stimulating activities to enjoy and good encouragement to read.
- Pupils learn the sounds that letters make well (phonics) through a structured reading scheme, which is improving pupils' ability to pronounce words accurately.
- In a Year 4 mathematics lesson, pupils were developing their ability in solving mental arithmetic problems, before moving on to complete more complex multiplication exercises.
- Pupils say they like practical work and visits, but these are not used at present to their full effect to capture pupils' interest and to encourage them to do as well with their written work.
- The pupils are generally well briefed about which level they are working to and in Year 4 several pupils went to a wall display to check these during a lesson. Writing, however, is still a subject where there is insufficient information to help and encourage pupils to improve.
- The difference between the attainment of pupils known to be eligible for free school meals and other pupils in the school in English and mathematics was large in 2013, but now these pupils have made better progress. The attainment gap this year has reduced substantially in all areas so that eligible pupils are now about half a term behind in reading and mathematics, but further behind in writing.
- Disabled pupils and those who have special educational needs made good progress and in 2013 outperformed the national average for their group at both key stages.
- The school takes appropriate steps to promote equality of opportunity, but some of the more able, in the past, have made less progress than might be expected.

The quality of teaching

requires improvement

- Teaching requires improvement because the work set does not always allow pupils to learn well, whatever their ability, including the most able. As a result, too few of these pupils make good progress.
- Work is adapted well for pupils with a disability or special educational needs and as a result, they make good progress.
- Over time, pupils have not learnt as well they could, as marking did not give pupils guidance on how to improve their work and the opportunity for pupils to follow this up. There have been improvements to the marking of pupils' work recently, however.
- Although still developing, pupils now, in most areas, are given better guidance on how their work might be improved to help them to understand what they are learning more effectively.
- Pupils' writing targets are not used enough in all other subjects to aid progress in writing.
- Mathematics, however, is popular with pupils and their skills in this area are improving. New techniques have been introduced with 'early bird' mathematics questions on the board so that there is no time wasted in lessons.

- Good progress is seen in many mathematics activities. In Year 5, searching questions deepen pupils' understanding of how to multiply decimal numbers.
- Children in the Early Years Foundation Stage are given work based on topics such as pirates and they learn quickly to describe associated objects, such as parrots and flags because of good communication and questioning from adults.
- The teaching of reading is improving and in tests, Year 1 pupils are now doing far better than previously.
- A child in the Nursery class was able to read 'they climbed on the furniture' with ease. Here there were also opportunities to develop good mathematical skills, but fewer, in the outside area, for children to practise early writing skills.
- Teaching assistants are well deployed. In a Year 1 class, they were used to help those struggling with subtraction of money and then deployed by the class teacher to take another group who had latched on to the concept, so that they could move forward.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- There have been no exclusions for at least two years and incidents of poor behaviour are uncommon.
- Pupils say there is no bullying, although some said there was a little 'name-calling'. One pupil who had been the object of some name-calling was glad to find that older pupils came to his support, showing that pupils are very responsible and care for each other.
- The headteacher checks classroom behaviour logs and the very few more serious incidents are dealt with quickly.
- Almost all parents who responded to the questionnaires had no concerns regarding behaviour.
- Pupils' attitude to learning is very good and they clearly thoroughly enjoy school.
- The atmosphere in classrooms is very positive and pupils are eager to learn. They respond quickly to staff directions and are actively taught good behaviour patterns from the nursery onwards. One older pupil commented, 'Our teacher is quite firm but we learn well from her.'
- The school's newly introduced behaviour policy is clear and consistently applied by all staff. The policy, however, does not alert staff to look out for the bullying of different groups of pupils.
- Pupils are proud of their work and their school, which is shown by their good handwriting and by the lack of litter around the premises.
- Pupils are polite and considerate to fellow pupils and visitors. On the crowded playground pupils said that those playing football always did so, being very attentive for others.
- Attendance is above average and improving. 'Beat the bell' encourages the pupils to arrive on time to school.
- The school's work to keep pupils safe and secure is good.
- School documentation regarding the suitability of staff is well maintained.
- First aid provision in the school is good and there are well-documented risk assessments for activities to keep pupils safe.
- There is a member of the governing body responsible for monitoring safeguarding.
- Pupils are acutely aware of safety procedures in case of fire or if a 'toxic chemical alert' takes place from an incident at nearby chemical works.
- The pupils are very knowledgeable about how to be safe and secure when using computers and clearly a recent school assembly had played a big part in this. The school has made pupils aware of 'child-line' if they did have a problem, but pupils say that there is always someone they can turn to in school.
- Staff training in safeguarding is good and they know exactly how to react if an incident occurred involving the safety of pupils.
- All parents who responded to the questionnaires think that their children are safe.

The leadership and management are good

- Teachers' performance is now well managed. They are given targets to achieve which fit with the whole school's plans. Teachers say these targets are challenging but realistic to encourage better pupil achievement.
- The new headteacher has introduced new systems for checking how well pupils are doing which is improving pupils' performance so that more pupils are making better progress.
- There is much better provision and outcomes for pupils entitled to the pupil premium funding.
- Attendance and punctuality have improved.
- Pupils say that behaviour is better now.
- Teachers are extremely supportive of the new headteacher, commenting favourably on the new ethos that he has generated. A few did have reservations about whether their professional development was well catered for, but others recognised this now had to fit in with whole-school planning and priorities.
- The school's future plans are well linked to improving achievement and teaching, but they lack measurable targets to gauge how successful they are.
- The leaders of the key areas of numeracy and literacy play their part in the management of how well teachers and pupils are doing by regularly scrutinising their work and visiting lessons. The leader of the Early Years Foundation Stage has developed an extremely effective system to break down the areas of children's development into an easily understood format to share with parents.
- The questionnaires show that parental views of the school are improving year on year, but a small number of responses expressed some concerns with pupil progress.
- Money from the additional funding for sporting opportunities is being spent on improving staff skills and in resources for new activities. The impact of it is clearly gauged by greater success in sporting activities and popular, newly introduced sports such as tag-rugby and netball.
- The subjects taught give pupils lots of positive experiences and science is popular because of the many practical experiments. Art work is often linked to topic work on, for example, the Tudors in Year 5, or evolution in Year 6. A visiting music and drama specialist highly engaged children in the Reception class, enabling them to learn extremely well. Some pupils did lament the lack of trips out of school. There is, however, a wide range of after-school clubs.
- The local authority has assisted the school with support for reviews of teaching and learning, as well as links with other schools for their mutual support.
- The school's arrangement for safeguarding meet current requirements.
- **The governance of the school:**
 - The Chair of the Governing Body is very experienced and knowledgeable. She is well supported by others who have clear areas of responsibility to enable them to challenge the school. The governors provide good support and recognise weaknesses in Key Stage 1 in 2013. Governors are aware of the strengths in teaching and know that pupils eligible for the pupil premium are now doing better. They understand the procedures to check teachers' performance and how any rewards need to be linked with teaching that helps pupils to make better progress. Their own questionnaire for parents was well linked to providing valuable information to the school on how it can improve further.

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	111665
Local authority	Redcar and Cleveland
Inspection number	442231

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	265
Appropriate authority	The governing body
Chair	Yvonne Joy
Headteacher	John Dooris
Date of previous school inspection	2 October 2012
Telephone number	01642 486392
Fax number	01642 280733
Email address	new_marske_primary_school@redcar-cleveland.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

