

# Inspection of a school judged good for overall effectiveness before September 2024: Zetland Primary School

Redcar Lane, Redcar, North Yorkshire TS10 3JL

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Inspection dates:

12 and 13 November 2024

## Outcome

Zetland Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school of this school is Paul Richardson. This school is part of Ironstone Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Carl Faulkner, and overseen by a board of trustees, chaired by Steve Elliott. There is also an executive headteacher, Alexa O’Gara, who is responsible for this school.

## What is it like to attend this school?

Pupils are incredibly proud to attend this happy and welcoming school. The school’s values of ‘togetherness, resilience, equality, curiosity and kindness’ sit at the heart of all the school’s work. The school has the highest ambition for pupils, both in their learning and behaviour. Pupils rise to meet these expectations. Pupils are safe, happy and enjoy coming to school.

Pupils are keen to learn. They talk with enthusiasm about their learning. Pupils benefit from a broad and interesting curriculum that opens their eyes to the world around them. Classrooms are calm and purposeful places. The school offers pupils a range of wider opportunities. These excite and engage the pupils while enhancing their learning.

Pupils behave consistently well in lessons and during social times. Pupils demonstrate high levels of respect and kindness towards one another. They display positive attitudes to learning.

The relationships between adults and pupils are extremely warm. Staff know their pupils well and value them as individuals. Pupils trust staff to look after them. Pupils with special educational needs and/or disabilities (SEND) receive highly effective support. They are fully involved in the life of the school.

## **What does the school do well and what does it need to do better?**

The school has placed ambition for all at the centre of its curriculum thinking. This starts in the early years. It has carefully considered the important knowledge that pupils need to learn. Teachers deliver the curriculum with confidence. Pupils have many opportunities to revisit and build on their prior learning. Where there are gaps or misconceptions, teachers intervene to address these quickly. However, in the wider curriculum, the school has not ensured that subject leaders are monitoring their subjects closely enough to identify where further improvements could be made.

The school is an inclusive place to learn. There are robust systems in place to ensure that pupils with SEND are swiftly identified. Through adult support and adaptations to the curriculum, pupils with SEND access the curriculum alongside their peers. The school's work to support pupils' well-being, through allowing them access to 'The Cove', helps them learn how to manage their emotions. As a result, these pupils thrive.

The school has created a culture where reading is a priority and celebrated. From the early years, children are introduced to nursery rhymes, songs and stories. Pupils learn letter sounds and words in a structured and well-ordered way. As pupils develop their phonic knowledge, they are provided with books that match the sounds they know. Pupils quickly gain the knowledge and skills to become confident, fluent readers. Those who struggle with learning to read are swiftly identified and extra support is put in place to enable them to catch up quickly.

Improving attendance to be in line with the national average is a school priority. The school works closely with families and external agencies to bring about improvement. Pupils understand the value of high attendance and are rewarded for it. The school has effective procedures in place to reduce absence. These are impacting positively. The school is aware of the need to continue with these efforts.

Pupils have access to an effective personal, social and health education. There is a range of opportunities and experiences on offer to develop their confidence, character and resilience. For example, pupils take part in sporting events and perform in the choir. Pupils learn about how to keep themselves safe and healthy. There is a range of clubs for pupils to attend. Visits and residential trips further enhance pupils' learning. As a beach school, pupils develop their curiosity through exploration. Pupils have a secure understanding of fundamental British values and protected characteristics. There is a strong sense of equality across the school. Pupils embrace leadership opportunities, such as being on the school council. This prepares them well for life beyond the school.

The school has been through a period of change since the last inspection. Over recent months, the new leadership team has worked at pace to implement changes to the curriculum and the behaviour system. The leadership team has carefully considered which areas to prioritise and has a clear, ambitious vision for the school. Trustees and governors share that vision. They hold school leaders to account for school performance through support and challenge. The determination for all pupils to be successful is a priority shared by all. There are extensive training opportunities on offer for staff. The

consideration given to staff's well-being and workload is far-reaching. Staff enjoy working at the school and feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In the wider curriculum, the school's processes for subject leaders to monitor the impact of the curriculum are in the early stages of implementation. As a result, the school lacks a detailed understanding of how well pupils are learning. The school should ensure that in the wider curriculum, robust monitoring processes provide staff with sufficient information about how well pupils are learning and where adjustments to the curriculum may be necessary.
- Some pupils do not attend school as regularly as they should. This means they miss out on learning important knowledge in the curriculum. The school should continue to work with families to improve pupils' attendance and ensure that the strategies in place are having a measurable impact.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143478
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10346635
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steve Elliott
<b>CEO of the trust</b>	Carl Faulkner
<b>Head of school</b>	Paul Richardson
<b>Website</b>	<a href="https://zetland.ironstoneacademy.org.uk/">https://zetland.ironstoneacademy.org.uk/</a>
<b>Date of previous inspection</b>	1 May 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Ironstone Academy Trust.
- The head of school has been in post since May 2024.
- The school does not currently use any alternative provision.
- The school operates breakfast and after-school clubs on site.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- During the inspection, the inspector met with the head of school, the executive headteacher, other senior leaders and a range of staff. The inspector also met with members of the governing body and the CEO of the trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Lynn Chambers, lead inspector

Ofsted Inspector

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