



John Emmerson Batty Primary School

Inspection Report

Unique Reference Number 111608
LEA Redcar and Cleveland
Inspection number 278729
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Mr Simon Camby

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

Type of school	Primary	School address	Walnut Grove
School category	Community		Redcar
Age range of pupils	3 to 11		TS10 3PG
Gender of pupils	Mixed	Telephone number	01642 483697
Number on roll	226	Fax number	01642 470572
Appropriate authority	The governing body	Chair of governors	Mrs Lorna Shepherd
Date of previous inspection	1 November 1999	Headteacher	Mr Martin Kitchen

Age group 3 to 11	Inspection dates 4 July 2006 - 5 July 2006	Inspection number 278729
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

John Emmerson Batty Primary School serves a mixed residential area in Redcar. The eligibility for free school meals is about the same as that nationally. The percentage of pupils who have learning difficulties and/or disabilities is below the national average. The majority of children start school with the skills expected for their age.

The current headteacher and deputy headteacher have been in post for almost one year. At the time of the inspection one teacher was absent on maternity leave.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving at a rapid rate. It gives satisfactory value for money. Inspectors agree with the school's own view of its strengths and weaknesses. There has been satisfactory improvement since the previous inspection and recent changes to leadership give John Emmerson Batty Primary School a good capacity to improve further.

From an average starting point, children make satisfactory progress. Provision in the Foundation Stage is good, leading to good progress. Provision in Years 1 to 6 is satisfactory, overall. By the end of Year 6, pupils attain standards that are broadly average. Early indications from 2006 Year 6 test results suggest that these standards have improved, particularly for the pupils attaining at higher levels.

Pupils make good progress in their personal development and this is a strength of the school. The quality of care demonstrated by all staff has a positive impact on pupils, resulting in their good attitudes towards learning. Teaching and learning are satisfactory. The quality of marking and feedback to pupils, however, does not yet ensure that pupils know how to improve their work. Although existing Foundation Stage provision is good, there is a need to develop further the outdoor learning environment which does not provide a full range of learning opportunities for the youngest children.

Leadership and management of the school are good. This is because the recently appointed headteacher and deputy headteacher have brought about rapid improvements over the past academic year. Parents, staff, governors and pupils acknowledge and support the strong leadership of the headteacher, which is already having an impact on standards. However, there is now a need to improve leadership at other levels. Subject leadership is satisfactory but is not bringing about the changes needed quickly enough to improve standards.

What the school should do to improve further

- Improve marking so that it provides better support for planning, target setting and the tracking of progress.
- Improve the quality of subject leadership to have a greater impact on pupils' progress.
- Improve the outdoor area to broaden the curriculum for children in the Foundation Stage.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. Children enter the school with standards that are typical for their age. By the time they leave, they have achieved standards which are broadly average in English, mathematics and science. This represents satisfactory progress.

Children in the Foundation Stage achieve well. By the end of Year 2, standards are broadly in line with national averages and show satisfactory progress. Most pupils in Years 3 to 6 also make satisfactory progress. More able pupils have not always made as much progress as they could. However, early indications of the latest test results from 2006 indicate that the school has improved the number of pupils attaining at higher levels. These results will exceed the school's targets. Pupils' work shows that recent strategies to improve standards have had a beneficial impact. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. This confirms the school's own view and that of parents and children. Pupils enjoy coming to school. This is reflected in their keenness to earn 'golden nuggets' and house points. Overall attendance is satisfactory and is not better because parents take their children on holiday in term time.

Pupils are enthusiastic, behave well and work hard. They are cooperative and sensitive to the needs of others, both in lessons and at playtime. The development of a 'secret garden' to be used by younger children is a good example of this. Pupils say they feel safe and there are no incidents of bullying or racism. They are friendly and polite to each other and to adults. Pupils recognise they are valued and that their opinions have already led to changes. The school councillors are making good progress in developing an understanding of economic issues as they confidently negotiate with the catering and building services that provide a school salad bar.

Pupils' spiritual, moral, social and cultural development is good. Pupils express their opinions well and develop a good awareness that everyone should have equal chance to succeed, whatever their background. They eagerly take on responsibilities as classroom monitors, prefects and members of the school council.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Throughout the school, teachers know their pupils well and through caring relationships create an atmosphere that supports learning and leads to the pupils' developing positive attitudes to it. Teachers manage pupils, support staff and resources well so that lessons are calm and productive learning experiences. The quality of teaching is good in the Foundation Stage. Foundation Stage staff use assessment information well to plan for the next steps in learning. As a result, children make good progress.

Throughout the school, teachers mark work accurately but the feedback given to pupils is not specific enough to show them how to move on to the next stage and improve

their work. Teaching is not explicit enough about the focus of learning in each lesson. As a consequence, pupils are not able to check on how well they are doing.

Curriculum and other activities

Grade: 2

The curriculum is good because it is varied and interesting. Good links are made with outside agencies to give wider opportunities to all pupils, particularly in sport and the arts. Work in the classroom is complemented by a good range of lunchtime and after school clubs, which are well attended. Links with children from India, educational visits and visiting speakers extend opportunities for learning.

Two areas of the curriculum which the school had identified as weak were supported by visiting professionals. A story teller inspired pupils' imagination and a scientist showed pupils how science is used in the workplace. The use of information and communication technology (ICT) has improved considerably since the time of the last inspection. All teachers make good use of interactive whiteboards to support learning across the curriculum.

The Foundation Stage curriculum is good. It is interesting, exciting and matches the needs of the children. However, the children's learning experience is restricted by the limitations of the outdoor play area.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. There are clear strengths in the pastoral care and support given to pupils. Those who have particular health needs are carefully monitored and supported. Pupils with emotional problems are well supported by experts from another school where they learn to manage their emotions. Links with all outside agencies and other professionals are good. Pupils with learning difficulties and/or disabilities receive the support they need and all pupils, especially vulnerable ones, are well protected by stringent child protection procedures. Support for pupils about to start their secondary school is good.

The support and guidance for academic progress is satisfactory but the system for tracking academic progress is new and learning targets are not consistently in place. Marking and feedback is inconsistent. As a result, pupils do not know what they need to do in order to improve their work nor are they able to evaluate their work with other pupils.

Leadership and management

Grade: 2

Leadership and management of the school are good. This is a view supported by the overwhelming majority of parents. The new headteacher, ably supported by the deputy headteacher, has very quickly gained credibility from the staff and pupils. The staff acknowledge considerable improvement in the last year. Through rigorous

self-evaluation, the leaders have an accurate and realistic view of the school. This evaluation has been used to identify areas for improvement, which are outlined well in the school improvement plan. Recent changes have had immediate impact, as shown in the improved test results in 2006. The headteacher and deputy headteacher have very successfully created a sense of direction, commitment and shared responsibility throughout the school. This gives the school a good capacity to improve.

Governance is good. Governors are involved in the life of the school and are fully supportive of the leadership team. They meet their statutory responsibilities well and have a clear understanding of the school's strengths and areas for development. The school gives satisfactory value for money.

Subject leadership is satisfactory. Although there are new systems in place to make judgements about the quality and standards in each subject, these are not used sufficiently well to have an impact on outcomes for pupils.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

John Emmerson Batty Primary School

Walnut Grove

Redcar

TS10 3PG

6 July 2006

Dear Pupils

Thank you for your warm welcome when we visited your school. We enjoyed talking to you and found what you told us very helpful. So many of you said that you enjoy coming to school. We were not surprised as your school is a bright and interesting place.

These are some of the things that we were really pleased to find out about your school.

You behave well both in the classroom and in the playground.

You are kind and sensitive towards each other.

You feel safe in school and know that there are adults in school who will help you if you are unhappy or unsure.

Your new headteacher has worked very hard to make your school even better. He knows exactly how to improve your school. We want you to make sure that you do everything you can to help with this.

We have asked your headteacher and the staff to work on a few things to make your school even better.

To change the Foundation Stage outdoor area so that children in lower and upper foundation stage can enjoy more time learning outside.

To improve marking so that you know exactly how to make your work even better.

To make sure that you always know exactly what you are expected to learn in each lesson so that you can check your own work and decide whether you have made progress.

Thank you again for being so helpful. We are glad that you enjoy and appreciate your school. We were really impressed by your 'secret garden'.

Yours sincerely

Simon Camby

Lead inspector