



# Saltburn Primary School

## Inspection Report

**Unique Reference Number** 111663  
**Local Authority** Redcar and Cleveland  
**Inspection number** 289021  
**Inspection date** 14 September 2006  
**Reporting inspector** Gianna Ulyatt

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

<b>Type of school</b>	Primary	<b>School address</b>	Marske Road
<b>School category</b>	Community		Saltburn-by-the-Sea
<b>Age range of pupils</b>	3-11		TS12 1QA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01287 622447
<b>Number on roll (school)</b>	399	<b>Fax number</b>	01287 622447
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Lorna Laughton
		<b>Headteacher</b>	Mrs Janet Richardson
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 3-11	<b>Inspection date</b> 14 September 2006	<b>Inspection number</b> 289021
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Saltburn Primary School is situated in a small coastal town and serves a mixed social community. The percentage of pupils eligible for free school meals is above the national average. The number of pupils who have learning difficulties and/or disabilities matches the national picture. Few pupils are at an early stage of learning English as an additional language. Attainment on entry to the school is slightly above average. The school is on a split site with the Nursery, Reception and Key Stage 1 pupils on one site. Key Stage 2 pupils are on the other site. The school has been awarded the initial Eco school status and also funding to support further development of the Extended Schools' service. The school's development of an Integrated Services Project has been recognised in the Northern Region.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with a welcoming atmosphere and the majority of parents speak highly about the quality of education provided. Pupils say it is a good place to learn because teachers work hard for them so they in turn work hard. They enjoy their lessons because they say, 'Teachers make learning fun'. They particularly enjoy practical lessons including science, art and design and technology.

The good care and attention pupils receive begins in the Foundation Stage where staff visit children in their home, prior to their starting school. The school places good emphasis on pupils' personal development. Behaviour throughout the school is good. Pupils feel safe and secure because everyone gets along well and bullying is unheard of. Older pupils speak very positively about the popular position of being a trained 'peer mediator'. These pupils are always around to help iron out any difficulties through sensible discussion. This means they develop a good sense of responsibility. Pupils are confident that their views are heard. For example, the junior governing body has brought about changes to the way aspects of school life operate. The eating arrangements in the dining hall are good and so is the range of lunchtime games on offer. Pupils speak highly of lunchtime staff who teach them how to play physical games and encourage them to eat healthily. Pupils have also had an input in the way their school work is marked. For example, they choose three things that are good about their work and get three stars for these. They then make a wish and select one thing they could make better. This idea involves pupils well in self-analysis and makes them very clear about what they have to do to improve.

Pupils attain well above average standards in mathematics and science by the end of Year 6. They attain average standards in English. They get off to a good start in the Foundation Stage and reach levels that are better than those expected nationally for children of this age. Pupils continue to make good progress in Key Stages 1 and 2 so they are well prepared for their next steps in learning. In spite of several recent initiatives, the test results for 2006 show a decline in writing in Key Stages 1 and 2.

Teaching and learning are good, because teachers motivate pupils well. The school keeps accurate records about individual pupils' progress and work is well matched to the learning needs of individuals. The good curriculum is broad and balanced and includes a range of popular extra-curricular clubs and activities throughout the year. The school's success in achieving its aims is due to good leadership and management. The leaders of the school and all the staff support each other and work well together as a team.

### **What the school should do to improve further**

- Improve pupils' attainment in writing and provide more opportunities for writing across the curriculum.

## **Achievement and standards**

### **Grade: 2**

Boys and girls of all abilities achieve well. In the Nursery and Reception classes, children make good progress and the majority reach levels that are better than those expected for this age group. The good progress continues in Years 1 and 2. This is reflected in the 2005 test results where standards were above the national average for most pupils in reading, writing and mathematics. The good progress continues in Key Stage 2 where pupils achieve particularly well in mathematics and science and reach standards well above the national average. In English, pupils progress steadily and most reach the nationally expected level. Pupils with learning difficulties and/or disabilities achieve very well and make particularly good progress. The school has analysed the 2006 test results and believes that standards have been maintained in mathematics, reading and science at Key Stage 2 and reading and mathematics at Key Stage 1. However, the writing test results at both key stages have dipped despite the recent efforts of the school to implement a variety of initiatives.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good, as is their spiritual, moral, social and cultural development. Pupils in Year 6 value the traditions of other faiths and explain, 'Every religion is OK'. Social responsibility is evident through the Eco school status. Pupils confidently talk with adults in a thoughtful and mature way. They speak about their school with pride. They have a thorough knowledge of keeping themselves healthy and confidently explain the workings of the human heart and how it needs the body to exercise regularly. They know which foods and drinks promote physical well-being. Pupils like coming to school and show enjoyment at lunchtime and during lessons. They collaborate well during practical activities and work amicably together. Each class makes its own 'golden rules' and pupils explain that these have to encourage positive attitudes to work and to each other.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers make sure the work matches each pupil's stage of development, so all are challenged and the learning has a clear purpose. As a result, pupils with learning difficulties and/or disabilities learn effectively and make good progress. Pupils particularly like the way their work is marked. In the Foundation Stage, teaching is good and children are encouraged to become independent learners. This continues throughout the school as teachers ask challenging questions that enable pupils to think for themselves. For example, in Year 6 they work out how to create a fair test in science. However, throughout the school there are not enough opportunities

for pupils to discuss their ideas in depth among themselves. Also, pupils are not given sufficient time to develop their writing skills. Teaching assistants support pupils well during group activities, but do not always play a full and active role in whole class teaching times.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and offers a broad range of activities and experiences for pupils during lesson time and at clubs that run outside the school day. Personal, social and health education is planned regularly. Pupils' understanding about health issues is well promoted during lessons. Foundation Stage children have good opportunities to learn both indoors and outside. Circle time is used effectively to ensure good relationships develop in all classes and pupils show increasing confidence and self-esteem. Since the last inspection, the school has improved opportunities for pupils to consolidate their computer skills in classes and pupils say they are making good progress in information and communication technology. Inspection evidence confirms their view. Teachers do not link subjects sufficiently, so there are missed opportunities to refine and improve writing skills, for example. The recent introduction of French to the curriculum is very popular with pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and make a significant contribution to pupils' progress, enjoyment and well-being. Child protection procedures are well embedded in the life of the school. Every pupil is treated as an individual and their progress is tracked to ensure that all achieve as well as possible. However, some of the tracking systems are too cumbersome and difficult to retrieve and therefore take up too much of the staff's time. Pupils with learning difficulties and/or disabilities make good progress because their needs are quickly identified and they are given extra support by trained teaching assistants. The school has detailed transition arrangements so that Year 2 pupils transfer easily to the Year 3 class in the junior building. For Year 6 pupils, there are strong transition arrangements with the nearby secondary school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There is a real sense of teamwork and all are committed to ensuring that pupils reach their full potential. The school has an effective system of peer mentoring so that staff can share skills and expertise with each other. Thus, teachers have a good understanding of what is working well and what needs attention. The school analyses data from test results in great depth and uses the information to ensure good standards of teaching and learning are maintained. The school has good capacity to improve because of the accuracy of its self-evaluation and identification of the right priorities for development. However, the school

recognises that it has to implement more long term initiatives to raise pupils' achievement in writing to match achievement in other subjects. There has been good improvement since the previous inspection.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

The Pupils

Saltburn Primary School

Marske Road

Saltburn-by-the-Sea

TS12 1QA

14 September 2006

Dear Pupils

I had a very pleasant day in your school, especially at lunchtime when I was invited to sit and chat with several of you. I particularly enjoyed talking to you about your work and about the different things you enjoy in school.

You seem to be very happy in school and listen well during lessons. You told me you like your teachers because they make learning fun, even though you have to work hard for them. It was good to see you running and playing at lunchtime. You are very lucky to have so many games to play and so much equipment.

It was so good to hear from you that there is no bullying in your school, and you also said that if there was a problem your teachers or peer mediators would quickly talk things through. This obviously makes you feel very safe in school.

I could see you like taking responsibilities for your school. The idea of being an Eco school is preparing you well for taking care of your environment. The junior governing body has also brought about changes for the better, such as the way your work is marked where you get three stars and a wish.

Your work is of a good standard, especially in mathematics and science. Your reading is also good. I have asked the school to make sure you have more chances to practise your writing through different subjects so that the standard in writing becomes better. I hope you will try especially hard and always do your best.

With very best wishes

Gianna Ulyatt

Lead Inspector