



New Marske Primary School

Inspection Report

Unique Reference Number 111665
Local Authority Redcar and Cleveland
Inspection number 289022
Inspection dates 14–15 February 2007
Reporting inspector Clive Petts

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

Type of school	Primary	School address	Birkdale Road
School category	Community		New Marske, Redcar
Age range of pupils	3–11		TS11 8BN
Gender of pupils	Mixed	Telephone number	01642 486392
Number on roll (school)	271	Fax number	01642 280733
Appropriate authority	The governing body	Chair	Mrs Nora Cooney
		Headteacher	Mr Joe Sonnenfeld
Date of previous school inspection	1 March 2001		

Age group	Inspection dates	Inspection number
3–11	14–15 February 2007	289022

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

New Marske is a larger than average school. In the last five years, housing ownership patterns in the village where the school is situated have changed, leading to increased family mobility. The vast majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is below average; the proportion with a statement of special educational need is less than a third of the national average. The number of pupils eligible for free school meals is well below average. The recent long term absence of key staff has had an unsettling effect on the school. Since the last inspection, a new headteacher has been appointed, taking up post at the start of the current academic year.

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 with some good features. The personal development and the care and support for pupils are good. Staff work well together to ensure that pupils enjoy learning, feel safe and secure and adopt healthy and safe routines in their daily school life. As a result, attendance is above average and pupils' levels of participation in a range of school activities are high. Pupils value the opportunities they have to contribute to school improvement through their work on the school council.

Children enter Nursery with levels of skills and knowledge that are average for their age and make good progress as a result of good teaching and learning support. In 2006, data indicates that standards by the end of Year 2 were just above average and above average at the end of Year 6. However, school data shows average standards for the current Year 6; this is confirmed by inspection evidence. Achievement between Years 3 to 6 is, therefore, satisfactory overall and weaknesses in boys' literacy, notably in writing, persist. This is the result of inconsistent approaches to literacy teaching across the curriculum in all years.

Overall, teaching is satisfactory. Lessons are competently prepared; teaching areas are thoughtfully organised and displays are stimulating. Recently introduced procedures for tracking pupils achievement and setting them targets are not yet well enough developed to have had an impact on the level of challenge in lessons. Unsettled staffing, as a result of a number of long term absences, has also hindered pupil progress. Literacy skills, particularly for boys, are not contributing enough to achievement across the curriculum.

The curriculum is satisfactory with enrichment activities making a good contribution to pupils' personal development. Effective collaborative links established by the school contribute to meeting the needs of pupils; for example, a local contractor provides a breakfast club and after school care every day. Parents recognise and praise the quality of care and support provided for pupils and their families. They appreciate the speed of response when they approach the headteacher and staff with a query or concern.

The headteacher appointed at the start of the current academic year has systematically reviewed all aspects of school performance and practice. The implementation of essential changes to raise achievement is moving forward slowly. The senior leadership team is beginning to rigorously check and analyse performance. The governing body is not regularly enough involved in the review and examination of key aspects of performance and as a result do not sufficiently hold the school to account. The absence of a core subject leader since before the headteacher's arrival has also hindered the school's ability to tackle weaknesses. As a consequence, the capacity of the school to effect change is satisfactory. However, before the next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying the areas for improvement. The school will receive two to five days notice of such a visit.

What the school should do to improve further

- Rigorously monitor, evaluate and analyse all information about pupil performance in order to raise achievement.
- Improve standards of reading and writing, particularly boys' writing.
- Strengthen the way the governors hold the school to account for its performance.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. Children enter Nursery with an average range of skills; their listening and speaking skills are good. By the time pupils join Year 1, most have exceeded the expected learning goals with particular strengths in personal, social, emotional and communication skills. This represents good achievement. At the end of Year 2, 2006 data points to overall standards marginally above average with weakness in boys' reading and writing and girls' mathematics. Work seen during the inspection confirms this position. This represents satisfactory achievement for pupils of all abilities.

The results of the 2006 tests for Year 6 pupils were above average, as they have been in most recent years. However, school data and inspection evidence indicates broadly average standards for the current Year 6 pupils. This is a smaller group with a larger proportion of pupils with learning difficulties and/or disabilities. Despite some improvement, weaknesses in boys' literacy remain, particularly in advanced writing and this holds back their achievement in all subjects. In mathematics, girls outperformed boys, reversing the earlier trend. As a consequence, overall achievement in Years 3 to 6 is satisfactory. Overall standards are not as high as they could be.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils are polite, considerate and confident. Behaviour is good and great care is taken by staff to promote appropriate behaviour. Any boisterous behaviour is very quickly checked. Pupils adopt safe and healthy habits; for example, successfully completing cycling proficiency awards, swimming regularly and eating fruit during breaks. Contributions to the community are well promoted; for example, pupils bake cakes to raise money for a local old peoples' home. Older pupils help around school and look after younger children. Pupils are proud of their role on the school council and display a good grasp of the importance of being a good citizen. Pupils are less well prepared for the world of work and opportunities for team building are limited. Pupils learn about respect and concern for others in lessons and assemblies. However, they are not taught in a sufficiently systematic way about what it means to live in a multi-cultural society and so are less well prepared for life in modern Britain.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good teaching in the Nursery and Reception classes. In the Foundation Stage, sensitive but structured interaction between staff and children leads to the formation of good learning habits; listening, speech and number skills being steadily extended. Activities are well matched to children's stages of development and effective use of support staff underpins the good pace to learning for children of all abilities.

In Years 1 to 6, teachers display good subject knowledge and organise resources well. However, routines to ensure assessment data is used regularly to check that tasks are a good match to pupil's ability are not consistent. As a consequence, work is not always sufficiently challenging and this slows down progress, particularly for boys. The marking of pupils' work is regular, makes good use of reward systems and praise, but does not always provide explicit enough guidance on improvement to the next level.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It meets requirements and is structured to meet the needs of all pupils. Much improved outdoor provision in the Foundation Stage means that children have more learning choices. A varied range of extra activities is provided outside of normal lessons and pupils enjoy being able to attend football, judo and drama clubs. Specific curriculum programmes, with positive contributions from teaching assistants, are successfully used to target small groups of pupils with special learning needs. There is sound provision for literacy and numeracy. Although improved information and communication technology (ICT) facilities are having a positive impact on teaching, they are not yet exploited enough to enhance the quality of pupils' work. Good use is made of visiting specialists; for example, an artist working with pupils. Older pupils attend a Primary University based at the nearby specialist secondary school, which prepares them well for the move to Year 7.

Care, guidance and support

Grade: 2

There are good procedures in place to keep pupils safe and healthy. Child protection procedures are in place and good links with outside agencies are available to ensure the needs of vulnerable pupils are met. Vetting procedures for adults who work with children are in place. Attendance is above average and school is making considerable efforts to improve it further. However, the support and guidance given to pupils to help them improve their work is only satisfactory. This is because teachers do not sufficiently analyse and evaluate individual pupil's progress to address their learning needs accurately. Good resources, a variety of strategies and knowledgeable and

sympathetic help from teaching assistants ensure that pupils with learning difficulties and/or disabilities receive proper support and make satisfactory progress.

Leadership and management

Grade: 3

The leadership and management are satisfactory. The newly appointed headteacher is firmly committed to providing a high quality service. This underpins the push to raise achievement and standards. Changes to the practice of the leadership and management team are beginning to raise awareness of the value and need to share good practice. The monitoring and evaluation of strategies aimed at driving up achievement is not sharp enough but is improving. As a consequence, the analysis of pupil performance data is not rigorous enough and does not establish exactly how well the school is doing; for example, in eliminating weaknesses in boys' writing across all abilities. The governing body ensures that all statutory requirements are met. Although the chair of governors is totally committed to providing a school highly valued by the community, governors do not hold the school to account as critical friends. Consequently, capacity to improve is satisfactory.

Resources are efficiently managed despite the financial difficulties over the last year resulting from long term staff absences. The school gives satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	3

The quality of provision

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

¹ 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

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

New Marske Primary School

Birkdale Road

New Marske

Redcar

TS11 8BN

16 February 2007

Dear Children,

Thank you for the friendly welcome to your school and for being so considerate, polite and helpful when you met us. We enjoyed talking to you about your work, speaking with your staff and joining you in lessons and assembly.

What we most liked about your school:

- the way you enjoy school and show interest in your learning
- your good attendance
- your good behaviour and the way your headteacher and staff make sure good behaviour is rewarded and praised
- the care and attention of staff to help you settle quickly when you first arrive in school and listen to any worries you may have.

We think that some things would make your school even better:

- your work could sometimes be more challenging and your progress could be checked more carefully to make sure you are doing your best
- your reading and writing could be even better, particularly writing by boys
- the school's performance could be more frequently checked by school governors.

We hope that you will continue to attend school regularly, work as hard as you can and remember to listen carefully to staff in all lessons.

We wish you well in the future.

Yours sincerely,

Clive Petts

Lead inspector