

John Emmerson Batty Primary School

Inspection report

Unique Reference Number	111608
Local Authority	Redcar and Cleveland
Inspection number	325411
Inspection dates	5–6 February 2009
Reporting inspector	Linda Buller

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	245
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Lorna Shepherd
Headteacher	Mr Martin Kitchen
Date of previous school inspection	1 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Walnut Grove Redcar TS10 3PG
Telephone number	01642 483697

Age group	3–11
Inspection dates	5–6 February 2009
Inspection number	325411

Fax number

01642 470572

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to other schools nationally and draws its pupils from an area which is average in terms of social advantage. Most pupils are of White British heritage with few from minority ethnic backgrounds. A broadly average proportion of pupils claim a free school meal. The proportion of pupils with learning difficulties and/or disabilities is below average, although a similar percentage of pupils as in other schools nationally have a statement of special educational need.

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. Standards are rising as a result of the actions taken by leaders and managers to improve the quality of education provided for all pupils. Children currently enter Year 1 attaining standards that are broadly average. Pupils make good progress and achieve well through Key Stages 1 and 2 because teaching and the curriculum are good. By the end of Key Stage 2, standards are above average.

Pupils' good personal development contributes significantly to how well they achieve. Attendance levels have improved and are above the national average; this reflects pupils' enjoyment of school and their enthusiasm for learning. Pupils' spiritual, moral and social development is good; they are developing into responsible citizens, well prepared for the future. They are aware of cultural diversity and value the similarities that pupils share despite differences in culture or background. Pupils are reflective and demonstrate their ability to consider their own strengths and weaknesses and how these may impact on the well-being of others. They behave well and have very positive attitudes to their learning. They willingly take on a range of responsibilities including those which contribute to improvements in their local area and the world at large. Effective partnerships with other agencies provide pupils with a clear understanding of how to maintain personal safety. They have a good knowledge of the importance of a healthy diet and this impacts positively on the choices they make. They are keen participants in the wide range of opportunities that the school provides and are particularly proud of their recent sporting achievements.

Teaching and learning are good. Strengths in teaching are to be found in the way pupils are managed and their efforts encouraged. As a result, most pupils feel good about themselves and about school. Interactive whiteboards are used successfully to demonstrate new techniques and to actively involve pupils in their learning. Most lessons provide a range of different tasks aimed at meeting the learning needs of pupils of differing abilities. However, these are not always successful in building on what pupils already know, or challenging enough to help pupils reach higher standards.

The curriculum promotes good progress for pupils. Recent changes to the curriculum for the teaching of literacy have brought about significant improvement in pupils' reading skills in Key Stage 1 and contributed to higher standards in writing in Key Stage 2. Pupils' confidence in school is further enhanced by the good quality care, guidance and support which they receive.

Leadership and management are good. Notable successes are the strengthening of the school's arrangements for tracking pupils' progress and the way the information gained has been used to adapt the curriculum in order to raise standards. This shows that the school has a good capacity to improve further. Governance is good and the governing body is fully involved in strategic development. All staff are increasingly involved in monitoring and evaluating the work of the school. This contributes well to accurate self-evaluation and the setting of key priorities. The monitoring of the success of subsequent actions does at times, however, lack rigour, with a concentration on consistent implementation rather than the impact on pupils' learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage provides children with a good start to their education. Currently children's skills and knowledge on entry to Nursery are below those typical for their

age. As a result of good provision for their learning and development they make good progress and achieve well. By the time they leave their Reception year they attain average standards and have acquired good personal and social skills. The positive relationships that exist in school ensure that children are happy, enjoy their learning and quickly grow in confidence and independence. Staff encourage children's enthusiasm for learning and share in the discoveries they make. For example, the Reception class teacher encouraged children to look carefully at an insect they discovered in the garden, ensuring that appropriate time was given to this important opportunity for learning. Observations of how well children are doing are used appropriately to plan future learning opportunities including the matching of activities to children's interests. Children have opportunities to play indoors and out and to explore the world around them. However, the pace of learning slows when opportunities to learn through play provide children with too narrow a range of choices. This is particularly so in the Nursery and the outdoor area. The leadership and management of the Early Years Foundation Stage are good. Systems to secure the safety and well-being of children are in place. An effective team in which roles and responsibilities are clear has been established. There is an accurate view of strengths and weaknesses and a shared sense of commitment towards sustaining improvement.

What the school should do to improve further

- Improve the rigour of monitoring activities.
- Ensure that tasks in lessons challenge all pupils to build upon what they already know.
- Ensure that play activities within the Early Years Foundation Stage provide sufficient scope for children to make choices for themselves.

Achievement and standards

Grade: 2

Pupils achieve well. Standards at the end of Key Stages 1 and 2 are above average overall. A key priority of the school to improve standards in literacy by increasing pupils' knowledge of letters and sounds is paying dividends. Pupils in Years 1 and 2 are making good progress and standards are rising as result. This good progress continues in Key Stage 2 where, in national tests in 2008, pupils' good progress in writing resulted in far more pupils reaching the higher level (Level 5) than previously. This strong focus on improving standards in writing has been particularly successful in closing the gap in the attainment of boys and girls. Pupils who experience difficulty with their learning are provided with the support needed to overcome their barriers to learning and make the same good progress as their peers. In mathematics and science pupils respond well to increased opportunities to investigate and this too is contributing to the higher standards attained.

Personal development and well-being

Grade: 2

Personal development and well-being are good. By the time pupils leave the school in Year 6 they are confident to express their ideas, they respect views that may differ from their own and they understand how to be responsible young citizens. Pupils' spiritual, moral, social and cultural development is good. Pupils believe that everyone should be treated well and this is reflected in their good behaviour in school and the respect that they show to others. Pupils understand how to live healthily and put this into practice by making healthy choices at lunchtime and taking part enthusiastically in opportunities for exercise within and beyond the

school day. Pupils' enjoyment of school is reflected in their positive attitudes to learning, their keenness to take responsibility and their good attendance. Pupils have a strong voice and their ideas contribute well to improvements within the school and locality. For example, pupils' commitment to sustainability has resulted in areas for gardening being developed within the school grounds, and their work on improvements to Zetland Park is making a positive contribution to the local environment. Opportunities for collaborative work in lessons and involvement in competitions such as the 'Lego League Team Work Trophy' help pupils to understand the benefits of working together and to develop the skills of leadership and negotiation. These opportunities prepare pupils well for their next stage in learning as well as future citizenship.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with the class at the start. Explanations, instructions and questioning promote learning well. Teachers manage pupils' behaviour effectively and provide good opportunities for pupils to develop independence as well as team working skills. The marking of pupils' work is often constructive and helpful; however, this is more effective in literacy than in other subjects. Teachers' planning is detailed and usually includes specific activities or support for pupils of different abilities. However, although pupils are engaged in different tasks these do not always take sufficient account of what pupils already know, and therefore do not consistently provide the level of challenge needed to reach the next steps in their learning.

Curriculum and other activities

Grade: 2

The interesting and well planned curriculum contributes to the good progress made by pupils. The school effectively uses the information gained from a wide range of monitoring activities to adapt the curriculum and subsequently raise standards. A good balance is struck between promoting the essential basic skills and developing an awareness of subjects such as history, art and religious education. Curricular targets are set for pupils each term; however, these are often the same for pupils of differing abilities and are not consistently used as a vehicle for promoting future learning. Enrichment of the curriculum is strong and is a key reason why pupils say they enjoy school. Visits and visitors successfully develop pupils' knowledge and understanding of people of different cultures, faiths and social backgrounds. As a result, pupils have a well developed sense of the world around them and the responsibility they have in ensuring community cohesion.

Care, guidance and support

Grade: 2

Staff provide good care for pupils, as a result of which, children feel safe and secure in school. Arrangements for ensuring the safeguarding of pupils meet national requirements and effective partnerships with other services have led to improved attendance. Support and guidance are good overall. Teachers and teaching assistants provide valuable support to the small number of pupils who need additional help with their work. Pupils say that teachers are always available

to provide extra help when it is needed. Although some pupils are set individual targets for future learning this practice is not yet consistent across the school.

Leadership and management

Grade: 2

Leadership and management are successfully promoting good provision. The school is committed to ensuring equality and to meeting the diverse needs of each pupil. To this end systems to check how well pupils are doing have been established and successful partnerships have been fostered in this country and abroad. Community cohesion is promoted well, as demonstrated by pupils' involvement in the care of their local environment, commitment to national and international charities and the schools achievement in attaining the International School Award. Self-evaluation is accurate. In the main an extensive range of monitoring activities has led to improvements in the quality of teaching and the curriculum. However, monitoring is not always focussed rigorously enough on checking the impact of provision on the progress which pupils make. As a result, the strengths in teaching seen in the best lessons are not yet fully consistent across the school.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 February 2009

Dear Pupils

Inspection of John Emmerson Batty Primary School, Redcar and Cleveland, TS10 3PG

Thank you very much for welcoming us to your school when we inspected it recently. We particularly enjoyed our discussions with you and hearing your views. We would like to share with you what we thought about your school.

You go to a good school. You play your part in making the school happy and successful by attending well and joining in with lessons fully. We were particularly impressed by how well you work together and the responsibility you take for looking after your school and local area. You said you enjoyed school, particularly the visits and trips teachers plan for you. Good teaching and interesting lessons help you to do well and reach good standards.

We have asked the school to do a few things to help you improve even further.

- To carefully check your work and lessons to make sure that what you are taught is improving your learning.
- To make sure that all of the different tasks you do in lessons are challenging all of you to do as well as you can.
- To make sure that children in the Early Years Foundation Stage have the chance to make choices for themselves when they are learning through playing.

We know you will do your best to help with these improvements and wish you all the best for the future.

Yours faithfully

Linda Buller

Lead inspector