

New Marske Primary School

Inspection report

Unique Reference Number	111665
Local Authority	Redcar and Cleveland
Inspection number	337720
Inspection dates	18–19 January 2010
Reporting inspector	Joy Frost HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mrs Yvonne Joy
Headteacher	Mr J Sonnenfield
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors spent 80% of inspection time looking at learning. The inspectors visited 21 lessons and observed all teachers at least once. They held meetings with senior leaders, governors, staff and two groups of pupils. They observed the school's work, and looked at school documentation relating to monitoring and evaluation; the school improvement plan, and governing body minutes. They scrutinised the work in some pupils' books in all year groups and looked at questionnaires from 94 parents, 15 staff and 118 pupils..

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils in lessons to assess if teaching and learning is sufficiently challenging especially for more able pupils and girls
- the impact of the school's work to improve attainment in English and mathematics across Key Stage 2 and halt the decline in standards
- how well teachers use assessment information to plan lessons which meet the needs of all pupils
- how effectively leaders and managers at all levels, including the governing body, embed ambition and drive improvement leading to sustained improved outcomes for all pupils.

Information about the school

New Marske is a slightly bigger than average primary school. The pupil population is mainly White British with a small but increasing number of pupils from minority ethnic groups. The proportion of pupils eligible for a free school meal is below the national average and the proportion that has a special educational need and/or disability is slightly above the national average.

Since the last inspection there has been some staff turnover and unavoidable staff absences. During the inspection two temporary teachers were employed in Key Stage 2. Extensive building work has been carried out and a satellite Sure Start Centre is situated on the site which provides a breakfast club. There are close links with Cheeky Monkeys Nursery and Out of Hours Club for extended services. These providers are inspected separately and the reports can be obtained on the Ofsted website. The Early Years Foundation Stage unit consists of a Nursery and a Reception class. The school has Healthy School, Sport Activemark, The Bullying Charter for Action and Eco Schools accreditation

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

New Marske offers its pupils a satisfactory and improving standard of education. Some aspects of the school's work are good, these include: pupils' behaviour; their knowledge and awareness of how to keep themselves safe; their ability to lead a healthy lifestyle; their contribution to the community and the care, guidance and support provided by the school. Inspection evidence shows that the school has turned a corner and there is a feeling of corporate accountability within the school for improving pupils' achievement. Some initiatives, which have been recently introduced, are not yet fully embedded and have not yet had time to have an impact on pupils' achievement across Key Stage 2.

Standards at the end of Year 2 have risen and are now above national expectations for seven-year-olds in reading, writing and mathematics. Pupils in this key stage are making better progress because teaching is good and meets the needs of different groups of pupils in the class. In Key Stage 2, teaching is variable and this leads to pupils making only satisfactory progress and attainment remaining stubbornly broadly average in English and mathematics for all groups of pupils. There are no differences between the progress made by different groups of pupils across the school. Those with a special educational need and/or disability or who are more able achieve satisfactorily. Teachers assess pupils' work regularly using a range of assessment techniques but the link between what pupils have achieved and what will move them on to the next level is not always used effectively in day-to-day planning. Pupils' work is marked regularly and there are some good examples of teachers' comments telling pupils how to improve their work and setting new targets. This, however, is inconsistent across the school.

Senior leaders have introduced new systems to track more carefully how well pupils are doing. The current system is over complex and all of the relevant information is not available in one place. This makes it difficult for leaders to monitor and evaluate the impact of teaching on pupils' progress or have an accurate view of how to improve satisfactory teaching to good and accelerate progress across Key Stage 2.

The new leadership team works well together and they have developed systems for monitoring lessons and checking the work in pupils' books. Currently, their monitoring lacks a focus on pupils' learning and is concentrated on checking if systems and procedures are being carried out. The school is aware that there are inconsistencies in procedures across the school and has plans to tighten up on these. The fact that some improvements, such as closing the gap between boys' and girls' attainment, improving progress across Key Stage 1 and the developments in extended services have been successful, enables the school to have a satisfactory capacity to sustain further improvements.

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What does the school need to do to improve further?

- Raise standards and increase rates of progress in English and mathematics across Key Stage 2.
- Improve satisfactory teaching across the school by:
 - using assessment data more effectively to plan lessons which will move pupils on to the next level
 - eradicating inconsistencies in the quality of marking and target-setting so that pupils know what they need to do to improve their work
- Ensure that the school's leadership team, including the governing body, improve the impact of their monitoring of teaching and pupils' progress by:
 - -increasing the focus of monitoring activities on pupils' learning
 - -ensuring that the outcomes of monitoring are evaluated and used to plan further actions.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory and they enjoy their learning. As they progress through the school they make good progress to the end of Year 2 and satisfactory progress to the end of Year 6 reaching standards which are broadly average in English, mathematics and science. This was confirmed during the inspection in lessons observed and pupils' books where teaching was stronger in Key Stage 1 and variable in Key Stage 2. Pupils' behaviour is good in lessons and contributes to their ability to become good learners.

Pupils are aware of how to keep themselves safe; they said that there is no bullying in the school and that any 'silliness' is quickly dealt with by staff. They know who to turn to if they have a problem and are knowledgeable about road, cycling and internet safety. Pupils are making informed choices about living a healthy lifestyle through regular exercise, walking to school, healthy eating and drug and alcohol awareness. The contribution pupils make to the community both locally and the wider community is good. They are knowledgeable about different faiths and cultures and regularly take part in performances and charity fund-raising. The school council and Eco council are active and have a voice in decision making within the school. They decide on an annual charity and run events throughout the year to raise money.

Spiritual, moral, social and cultural development is good. Pupils act as buddies at lunchtime and in lessons they are able to think, reflect and debate about current issues and moral dilemmas. The extent to which pupils develop workplace and other skills is satisfactory because standards in basic skills are average by the time they leave the school. However, pupils have many opportunities to develop workplace and enterprise skills through participating in extra-curricular clubs such as 'Young Engineers' and the

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gardening club which runs an allotment. Attendance is in line with other schools nationally.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching observed during the inspection was variable. There were examples of good and satisfactory teaching seen in both key stages. Good lessons had common features. Teachers clearly outlined at the beginning of the lesson what their expectations were, lessons moved along at a good pace and activities set were challenging and enabled pupils to work towards the next level. Pupils were active participants for the whole lesson and there were opportunities for them to discuss, reflect and extend their thinking. Interactive whiteboards were used well to motivate and engage pupils. In a mathematics lesson the interactive whiteboard was used well in a plenary session to enable pupils to show the teacher how much they had learned about money and coins. In an English lesson for the older pupils there were many opportunities for them to discuss and debate an argument about whether there should be a walking zone around the school. These opportunities in addition to the written work produced later in the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lesson enabled pupils to show their good reasoning skills.

In satisfactory lessons, teachers' expectations are not clear enough and there is little difference between the expectations of different groups of pupils. This leads to a lack of challenge for more able pupils. Also in these lessons teaching assistants are not fully deployed to work with pupils to support their learning at the beginning of the session when pupils are sometimes sitting on the carpet for too long. Teachers do not make enough use of the data from assessments to gauge the next steps in learning for different groups within the class. There are inconsistencies in marking and in the way individual targets are set and used, resulting in pupils not always knowing what exactly they need to do to improve their work.

The curriculum is enriched by a range of visitors, visits, residential visits and extra-curricular clubs which support learning. During the inspection a visiting theatre group performed 'Peter Pan' which was the stimulus for the week's writing work. Information and communication technology (ICT) has improved and the ICT suite is used well to support pupils' learning in other subjects. However, the school is aware that more needs to be done to ensure that the curriculum is revised to ensure it meets the needs of all groups of pupils, especially when classes are of mixed-age. In addition, there is scope to provide cross-curricular opportunities for pupils to practise their basic skills in other subjects.

The care, guidance and support the school offers are good. There is particularly good support for pupils new to the school, those whose first language is not English and those who are vulnerable. Pupils who have a special educational need and/or disability are well supported and the school uses many interventions to boost their progress. Some of these are new, for example an ICT programme to boost pupils who have a specific learning difficulty. However, there has not been enough time to evaluate the impact of this initiative on pupils' achievement. More established interventions are having a positive impact on accelerating pupils' learning. The special educational needs coordinator has established good procedures and works well with teachers, parents and carers to support pupils' learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff work as a close-knit team who have set a clear direction for the school. They have established policies and procedures for monitoring

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their work and are communicating increasingly higher expectations to staff. There is no doubt that some of the impact of this work has been hindered by unavoidable staff absences. The school's self-evaluation is accurate and monitoring has enabled them to identify the correct areas for improvement within the school. However, currently there is a lack of rigour and focus on monitoring how well pupils are learning in lessons. Discrimination and equality are tackled so that there are no groups of pupils within the school who are falling behind others. The school has a comprehensive community cohesion action plan and in cooperation with the governing body they are developing pupils' understanding of different faiths and cultures well in their local and wider area. Plans to extend this work further to include a more global dimension are in place. Partnerships with parents and carers and with outside agencies are strong. The school actively seeks support for individuals from the local authority and health agencies as necessary. Links with professionals, churches, other faiths and businesses are helping to support pupils' personal development and their understanding of community cohesion. The governing body has been strengthened since the last inspection. Governors are now working effectively with the school and beginning to evaluate the impact of the schools' actions for improvement. They have carried out their statutory duties, are up to date with recent training and have established procedures to ensure that pupils are safeguarded. All statutory requirements and checks are in place to ensure that pupils are safe in school. The chair of governors has established good working relationships and she encourages governors to take a full part in the school. The governing body has supported the recent improvements to the school building and the development of good extended services.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They enter with skills and knowledge that are broadly typical for three-year-olds and make good progress so that when they leave they are attaining above average in most areas of learning. This is because the provision and teaching are good. There is a lively atmosphere and children are happy and involved. They are eager to participate in teacher-led activities and show perseverance and concentration when choosing their own activities. Reception children were observed building a castle in the outdoor area. The teacher was skilfully using questions to develop their language skills and encouraging them to reason and think for themselves. Children worked cooperatively and helped and supported each other.

The Nursery and Reception staff work together as one team and have a common purpose. They are knowledgeable about how to develop learning and this ensures that children make good progress. The Early Years Foundation Stage coordinator is a good role model and leads her team well. She has good procedures in place to assess children's learning through observation and learning logs which are comprehensive and give parents a clear picture of their child's progress. All welfare arrangements are met and there are very good transitions on entry and exit to the unit. The school has developed good links with the Sure Start Centre on site.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around half of parents returned the questionnaire and were supportive of the work of the school. Parents were particularly pleased with how well their children enjoy school, the teaching staff and how well the school helps them to support their child's learning. Inspection evidence confirms these views. There were very few negative comments and these were related to individual children with no patterns of discontent. A tiny minority of parents were less pleased with how the school prepares their child for the future and inspection evidence confirms that this element of the school's work is just satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Marske Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	68	29	31	1	1	0	0
The school keeps my child safe	55	59	36	38	3	3	0	0
The school informs me about my child's progress	42	45	50	53	1	1	0	0
My child is making enough progress at this school	46	49	46	49	1	1	0	0
The teaching is good at this school	49	52	44	47	0	0	0	0
The school helps me to support my child's learning	50	53	35	37	7	7	0	0
The school helps my child to have a healthy lifestyle	43	46	42	45	8	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	39	46	49	5	5	0	0
The school meets my child's particular needs	42	45	46	49	4	4	0	0
The school deals effectively with unacceptable behaviour	36	38	48	51	8	9	0	0
The school takes account of my suggestions and concerns	42	45	44	47	5	5	0	0
The school is led and managed effectively	47	50	41	44	5	5	0	0
Overall, I am happy with my child's experience at this school	52	55	37	39	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

20 January 2010

Dear Pupils

Inspection of New Marske Primary School, Redcar, TS11 8BN

Thank you for the warm welcome you gave to the inspectors who visited your school recently to see how well you were doing. We enjoyed talking to you about your work and we also looked at the questionnaires you and your parents returned to us. I am writing to tell you what we found. New Marske offers you a satisfactory and improving standard of education. Many things have changed since the last inspection and your headteacher and staff have worked hard to improve things for you. We were very impressed with your behaviour in lessons and around the school. You are making informed choices about keeping yourself safe and trying to live a healthy lifestyle. We also found that you are increasingly involved in your community and are developing an awareness of other cultures and faiths well. You get off to a good start in the Early Years Foundation Stage and Key Stage 1 and make good progress. This is because all staff take good care of you and make sure you have help and support when you need it.

We have asked the headteacher and governors to make some changes which will make your school even better. Some of you in Key Stage 2 could be making better progress and so we have asked the school to make sure that all lessons are like the best ones. In these lessons you are given activities which match your abilities and teachers use the information they have about your learning to tell you what will move you to the next level. The senior teachers are also going to check more rigorously that you are all making better progress by visiting your lessons and looking at what you are learning. The governing body are going to work closely with the school to look at this evidence and change things if they are not working quickly enough.

These improvements will help you to attain higher levels in English and mathematics by the time you leave the school. You can help your teachers by continuing to behave well and work hard. I wish you the very best for your future education. Keep up the good work in the allotment!

Yours sincerely

Mrs Joy Frost

Her Majesty's Inspector

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