

PROTECT-INSPECTION

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25 November 2011

Mrs J Rouse
Headteacher
Marshland Primary School
Marshland Road
Moorends
Doncaster
South Yorkshire
DN8 4SB

Dear Mrs Rouse

Special measures: monitoring inspection of Marshland Primary School

Following my visit to your school on 23 and 24 November 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures - satisfactory

Progress since previous monitoring inspection - satisfactory

Newly Qualified Teachers may not be appointed

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children and Young People's Service for Doncaster.

Yours sincerely,

Peter Cox
Additional inspector

September 2011

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INVESTOR IN PEOPLE

Annex

The areas for improvement identified during the inspection which took place in February 2011

- Raise attainment in English and mathematics and ensure that pupils make consistently good progress across the school by:
 - ensuring the quality of teaching is consistently good or better
 - giving pupils clear guidance through teachers' marking about the steps they need to take to improve their work
 - providing more carefully targeted work that better matches the needs of individual pupils.

- Improve the curriculum by:
 - ensuring it fully meets pupils' needs
 - promoting basic skills in increasingly practical ways to engage pupils, boys in particular, more readily in their learning
 - improving the links between subjects and so make learning experiences more interesting and enjoyable for all groups of pupils.

- Develop the effectiveness of all leaders and managers by:
 - sharpening evaluation so that it highlights priorities and sets a clear direction for improvement throughout the school
 - improving the accuracy and recording of tracking, monitoring and assessment information and use this effectively to plan pupils' future learning
 - ensuring that the governing body holds the school rigorously to account for its performance in order to bring about sustained improvement
 - ensuring that the governing body is fully involved in setting the strategic direction of the school
 - ensuring that the governing body accurately monitors the effectiveness of its own work.

- Improve pupils' attendance by:
 - presenting attendance issues in a more engaging way to parents and carers so they appreciate better the importance of regular attendance
 - provide clear practical guidance to parents and carers to help them improve their child's attendance
 - increasing the range of rewards available to pupils who improve their attendance.

Special measures: monitoring inspection of Marshland Primary School

Report from the second monitoring inspection on 23 and 24 November 2011

Evidence

The inspector observed the school's work, including five teachers teaching six lessons, scrutinised a range of documents including provisional data on 2011 attainment and progress, school improvement plans, minutes of governing body meetings and records of visits from the local authority and the Local Leader of Education. Meetings were held with groups of pupils from Years 5 and 6, members of the governing body and staff, a representative from the local authority and the Local Leader of Education.

Context

Since the last monitoring inspection one teacher has left and has been replaced by one permanent teacher. Another teacher takes up their post in January 2012; in the meantime a temporary teacher has been employed. The local authority has appointed a new Chair and Vice Chair of the Governing Body. The previous Chair is now a second Vice Chair. The school is actively pursuing an academy arrangement with a neighbouring high school. A breakfast and after-school club has been established recently. The number of pupils attending the school has increased because more are now entering the Early Years Foundation Stage when compared to those leaving in Year 6.

Pupils' achievement and the extent to which they enjoy their learning

Attainment in 2011 at the end of Key Stage 2 was significantly lower than that seen nationally. English and mathematics remains low yet some improvements have been made when compared to the 2010 results. Achievement in English was stronger than mathematics which indicated significant underachievement and positions the school in the bottom 5% of schools nationally. Given the low starting points of most pupils in the 2011 cohort, this represents better progress than in 2010 but was still not strong enough to reverse the school's legacy of underachievement. School targets were missed by some distance, although the small numbers of pupils in this cohort caused disproportionate changes in results. However, too many boys did not progress well enough in mathematics.

Teaching quality has shown some improvement in Key Stage 1. The more effective teaching seen at the last monitoring inspection remains. However, the recent changes of staff in lower Key Stage 2, has had a detrimental effect on the progress made in securing consistently good quality teaching. Better marking and assessment is evident in most classes. The introduction of the 'pink think, got it green' strategy is well thought of by pupils and has provided them with a clearer understanding of what has gone well and what they need to revisit and improve upon. This technique, together with some teachers issuing clear instructions in pupils' work, is helping pupils to improve. However, this practice is not yet

fully established in all classes. Teachers are setting work which is better targeted to pupils' needs to help accelerate progress and enable pupils to achieve, but the full impact of this is not being seen as overall progress remains weak.

Progress since the last monitoring inspection on the area for improvement:

- raise attainment in English and mathematics and ensure pupils make consistently good progress across the school – inadequate

Other relevant pupil outcomes

Overall attendance is improving although there is some variance across year groups. However, more pupils are attending regularly because of the effective work the school has done, and continues to do, with parents and carers. Behaviour in Years 3 and 4 has deteriorated since the last monitoring inspection due in part to the different adults taking this class.. Pupils enjoy the food served at lunch time and make relevant healthy choices. Those pupils spoken to, who attend the breakfast club, speak highly of the varied activities available to them and feel well 'set up for the day'.

Progress since the last monitoring inspection on the area for improvement:

- improve pupils' attendance - satisfactory

The effectiveness of provision

The continued provision and implementation of a themed approach to the curriculum is helping engage the pupils better and is beginning to promote some increased levels of enjoyment. The strengths in developing key literacy skills continue. For example, The 'War of the Worlds' theme is particularly successful with Year 6 pupils who speak of being inspired to write more creatively and being able to 'set free their imaginations'. Basic skills are being developed in numeracy due to some success with revising the strategies for teaching numeracy. As a consequence of this, and the recent well-received visit by a 'maths magician', delivery of numeracy is becoming more consistent and teachers talk of seeing the benefits of this in their everyday teaching. However, these newly established practises have yet to have a sustained impact on raising attainment in mathematics across the school. Links between subjects are emerging with some evidence seen of cross-curricular subjects being taught, providing richer learning experiences and enjoyment for pupils. However, there are still inconsistencies in the learning experiences in different classes.

Progress since the last monitoring inspection on the area for improvement:

- improve the curriculum - satisfactory

The effectiveness of leadership and management

The tracking of pupils' progress and the improving use of data continues and provides broadly accurate assessments that help plot the achievement of pupils over time. The use of this to help secure improvements has been limited due to the staffing disruption since

September, consequently much ground has been lost particularly in lower Key Stage 2 to accurately monitor progress. The governing body has been strengthened by two experienced governors appointed by the local authority. They bring experience of school improvement and have already begun to set a clearer direction for improvement. Members of the governing body now possess a firmer grasp on holding to account senior leaders and managers.

Progress since the last monitoring inspection on the area for improvement:

- develop the effectiveness of all leaders and managers - satisfactory

External support

The school continues to work in partnership with the Local Leader of Education, an arrangement brokered and supported by the local authority. The Local Leader, a practising headteacher of a nearby outstanding primary school, continues to offer well-targeted support. Impact is seen in the improving quality of teaching and developments in areas such as the moderation of marking pupils' work and levelling pupils' attainment in their writing.