

Martongate Primary School

Inspection report

Unique Reference Number	117886
Local authority	East Riding of Yorkshire
Inspection number	379488
Inspection dates	14–15 February 2012
Lead inspector	Andrew Morley

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Zoe Messenger
Headteacher	David Carruthers
Date of previous school inspection	11 December 2008
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Introduction

Inspection team

Andrew Morley
Bobbi Mothersdale
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 14 lessons and part lessons, taught by 14 teachers. Meetings were held with pupils, two members of the governing body, a representative of the local authority, subject leaders and senior staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at pupils' workbooks, internal and external pupil progress data, school improvement planning and documentation in relation to safeguarding and child protection. The inspectors also took account of 96 questionnaires returned by parents and carers, 95 completed by pupils and 15 returned by teaching and support staff.

Information about the school

The school is of an above average size for primary schools nationally. It serves an area of mostly private housing situated just outside the town centre of Bridlington. The proportion of disabled pupils and those who have special educational needs is below average. A below average proportion of pupils is known to be entitled to receive free school meals. The percentage of pupils supported at school action, school action plus and with a statement of special educational needs is below average. The school has Early Years Foundation Stage provision in the Reception class. In 2011, the school did not meet the government's floor standard. It has achieved many awards including the Sports Activemark Gold Award.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. The trend of improvement in attainment since the previous inspection has been variable for different groups of learners, with some disabled pupils and those who have special educational needs achieving less well than their peers. Although there was a dip in attainment in 2011, it is now broadly average and the achievement of all groups of pupils is satisfactory and improving. Progress in mathematics, although satisfactory, is not improving at the same rate as it is in reading and writing.
- The quality of teaching is satisfactory. Relationships between pupils and between pupils and the adults who work with them are strong. Teachers provide stimulating introductions to lessons. Pupils have the opportunity to connect their learning across subjects. Consequently, pupils are confident learners. However, pupils' learning and progress are satisfactory because there is some inconsistency from class to class and across year groups. Expectations are not always articulated to pupils and so they do not fully understand what they are expected to learn.
- Behaviour is good. Pupils conduct themselves sensibly around the school site. They are polite, show respect to each other, and to adults and visitors. They enjoy coming to school, which is reflected in their consistently above average attendance. All groups of learners spoke about safety and demonstrated that they felt physically, emotionally and socially very safe.
- Leaders are committed to a clear and shared vision for how the school should move forward. However, while senior leaders have a good understanding of the qualities of the school and self-evaluation, they do not rigorously identify key areas for action. Consequently, they do not always ensure that actions result in more consistent classroom practice and further improve outcomes for pupils. Members of the governing body are actively engaged in the life of the school but do not hold the leaders to account with sufficient rigour.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure pupils make good progress and raise their attainment, particularly in mathematics, by:
 - making sure that the support that pupils, particularly girls, receive to improve their mathematical skills and knowledge meets their particular needs more fully
 - ensuring that pupils have sufficient opportunities to practise and develop their mathematical skills in meaningful contexts across the curriculum.

- Improve the quality of teaching to be consistently good by:
 - ensuring expectations are consistently high in all classes and for all pupils
 - providing activities and tasks that are challenging and meet the starting point for learners, particularly those who have special educational needs
 - ensuring classroom assessment, particularly marking of pupils' work, is consistent and provides clarity as to how pupils can improve their work
 - providing more opportunities for pupils to explore learning independently and with their peers.

- Ensure leadership is effective by:
 - ensuring actions, particularly the monitoring of teaching, have a positive impact on the quality of provision and consistency of outcomes
 - ensuring the curriculum meets the needs of all learners to secure high levels of achievement
 - the governing body holding leaders to account for planned improvements.

Main Report

Achievement of pupils

Pupils look forward to their lessons and enter the classroom with smiles on their faces and eager to learn. They are motivated to do well and show good levels of engagement in the majority of lessons. They demonstrate good skills in information and communication technology and, as early as the Reception class, use computers with confidence.

Although there is some variance within cohorts, children enter the Reception class with skills in communication, language, literacy and mathematics which are in line with those expected for their age. They make satisfactory progress in all areas of learning and enter Year 1 with average levels of attainment. Progress at Key Stage 1 is maintained and, although attainment in 2011 was below average, year-on-year attainment by the end of Year 6 is broadly average in both English and mathematics. This represents satisfactory progress and achievement from pupils' starting points. Lesson observations and scrutiny of pupils' work demonstrate that pupils' progress is accelerating. The progress of pupils from all groups is at least satisfactory. However,

a minority of those who have special educational needs are not making the progress they should. Pupils on school action plus and with a statement of special educational needs make the same progress as their peers due to satisfactory provision. However, pupils supported at school action do not always make satisfactory progress. While providing care, teaching assistants do not always take the opportunity to support and guide the learning of pupils who have special educational needs.

By the end of Key Stage 1, pupils' attainment in reading is in line with that usually seen. They display average levels of fluency and most can decode complex vocabulary, yet not always understand its meaning. By the end of Year 6, their reading skills are broadly average in terms of fluency, intonation and understanding of text. Pupils show increasing enthusiasm for reading and many read independently at home. The school is aware, however, that pupils', particularly girls, knowledge and skills in mathematics are not developing at quite the same pace as they are in reading and writing, partly because the support they receive does not always fully meet their particular needs.

The vast majority of parents and carers who returned the questionnaires are happy with the progress their children are making.

Quality of teaching

The quality of teaching varies across the school. In the Early Years Foundation Stage, teaching is characterised by realistic challenge and many opportunities for children to learn both independently and also collaboratively with their peers. Teaching across Key Stage 1 and Key Stage 2 is satisfactory and improving and there are examples of good and outstanding practice. However, there is too much satisfactory teaching that is having an impact on the engagement and progress of some of the pupils. Overall, pupils have a very positive attitude to learning and in good lessons they were motivated and made good progress. In the best lessons, meticulous planning, good subject knowledge, the use of stimulating resources, including information and communication technology, and interesting activities motivate pupils to work hard in lessons. Teachers use assessment data well to identify starting points for learning. They use precise questioning to challenge pupils to think deeply and provide the opportunity for pupils to connect their learning across subjects. For example, in a Year 5 science lesson, pupils enjoyed learning and developing scientific knowledge about the water cycle and at the same time developed skills in sequencing and organisation information to improve their writing skills. Similarly, in a Year 6 English lesson, linked to their topic on the Egyptians, pupils explored some of the moral dilemmas faced by archaeologists.

Where lessons are less effective, expectations of what different groups of learners should achieve are not articulated and so not understood by the pupils. Pupils are given the same task that does not therefore provide for individual learning needs. In particular, pace and challenge are not always appropriate to maximise achievement of pupils. In some lessons pupils are not challenged to explore learning for themselves or work independently.

School leaders engage in the systematic monitoring of pupils' progress within lessons at an individual, group and class level. However, it is apparent that this assessment

information is not always used effectively by teachers, for example to inform curriculum planning so that activities motivate all pupils and meet their learning needs and interests more precisely. Teachers are not consistently providing sufficient opportunities for pupils to practise and develop their mathematical skills in meaningful contexts in subjects across the curriculum. Marking of pupils' work is inconsistent from class to class, and guidance on how pupils could improve their work is limited. Pupils are confident and use their target books well which is motivating them to achieve their next level of improvement. The majority of questionnaires returned by parents and carers indicate satisfaction with the quality of teaching their children receive.

Behaviour and safety of pupils

Pupils say with confidence that they are safe in school and that their classmates and the adults who work with them look after them well. Parents and carers agree and the vast majority of those who returned the questionnaires expressed the view that their children believe they are safe and well cared for in school. Pupils pay testament to the emphasis the school places on their safety and happiness and make particular mention of the support they receive from their learning mentor when they have worries or are unhappy. This is aided by the good health promotion and personal development work throughout the school.

Pupils are very proud of their school. Their involvement in a wide range of sporting activity is contributing to their understanding of fairness and respect. At playtimes and lunchtimes pupils are very effective in self-regulating themselves. They recognise that disputes and disagreements can and should be resolved through their own discussions. The school's 'sports ambassadors' play a leading role in modelling and promoting fair play and good behaviour. Pupils appreciate the support provided by all adults but they equally appreciate the opportunity and responsibility to solve their own problems. As one pupil suggested, 'It makes us more independent and mature because we will not always have an adult with us to help us'. Pupils are proactive in their rejection of bullying in all its forms and in understanding that it is wrong. Furthermore, pupils say that the school teaches them about what forms bullying can take and the dangers of each of them, for example the dangers of cyber-bullying.

During the inspection, pupils' conduct around school was always good and there were few examples of off-task behaviour in lessons. Where this was the case it was associated to the pace of learning and pupils becoming frustrated. At all times pupils showed high levels of consideration and courtesy in corridors and moving in and out of the hall. Parents and carers, staff and pupils are of the view that behaviour is good and that pupils always represent their school in the local community with maturity. Pupils are happy, confident and secure in school and this reflects in attendance which has been consistently above the national average.

Leadership and management

Leadership is satisfactory. There is accurate and honest self-evaluation and an overriding concern, shared by all staff, to raise standards and achievement. This has led to satisfactory and more recently some good improvements since the previous inspection in pupils' progress, attainment and attendance. Subject leaders are coming to terms with their role and are proactive in promoting improvements in their particular areas. They are committed to a team approach and are also attempting to find more effective ways of sharing good practice in teaching across the school. However, the monitoring of teaching is still not sufficiently rigorous to indicate to teachers how they might improve further.

The governing body has experienced a period of change and five new governors have been appointed recently. The Chair of the Governing Body provides a good example by her involvement and engagement in the school. However, while fully supportive of the school's direction to achieve its vision, all members of the governing body do not challenge leaders with sufficient rigour. The school promotes equality of opportunity satisfactorily and has effective strategies to tackle discrimination on the rare occasions this may occur. Safeguarding and child protection arrangements are secure, regularly reviewed, and fully meet requirements. Engagement and communication with parents and carers are positive, and, as a result, an overwhelming proportion of parents and carers appreciate the dedication and contribution of the school and its staff.

The curriculum is broad and balanced and provides pupils with a good variety of extra-curricular and enrichment activities which are popular and well attended. Pupils are very appreciative of the integration of subjects within a topic-based approach. In the Early Years Foundation Stage there is a good balance between adult-led activities and those children initiate for themselves. Teaching promotes pupils' spiritual, moral and social development effectively and mutual respect abounds. For example, teachers and teaching assistants have good relationships with their pupils, who, in turn, have a high regard for the adults who work with them. Pupils comment: 'We help our teachers and everyone makes a contribution. We know that whatever we do affects others.' However, pupils have little opportunity within the curriculum or first-hand opportunities to connect with, learn about and secure understanding of cultures and religions which are different to their own. The formal curriculum supports pupils' academic performance. It is satisfactory overall because it does not consistently ensure that the experience for individual pupils, particularly those supported at school action, is closely matched to their current needs, motivation and interests.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 February 2012

Dear Pupils

Inspection of Martongate Primary School, Bridlington, YO16 6YD

Thank you for the friendly welcome you gave the inspectors and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

The inspectors judge that your school is satisfactory and that you are making satisfactory progress. Your teachers are working hard to help you in your learning and it was pleasing to see the improvement that you have made and that you are enjoying doing your topic work. Your behaviour in class is good and you play well together. We really liked the way in which the older children cared for and helped look after the younger ones. Also, we liked the work of the 'sports ambassadors' and the way you sort out your own problems. You are using your target books well. You know how to stay safe and many of you told us how much your teachers care about you.

Your headteacher, staff and governors are working hard to help you do even better. To help them in this we have asked them to ensure that you get more support to improve mathematics. Further, we have asked that your teachers set you work that is more challenging and that they help you to have the highest expectations of yourselves. Finally, we have also asked that senior leaders check to ensure that all lessons are good and that you have activities that help each one of you improve your work.

Once again, thank you for making us so welcome. All of you are a credit to your school. Keep on being kind to each other; help your teachers and work hard to improve and make your school better.

Yours sincerely

Andrew Morley
Lead inspector

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