

# Marlpool Junior School

## Inspection report

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<b>Unique Reference Number</b>	112561
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357126
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Roy Bowers HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Acikgoz
<b>Headteacher</b>	Mary Hill
<b>Date of previous school inspection</b>	10 September 2007
<b>School address</b>	Claramount Road Heanor, Derbyshire DE75 7HS
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited thirteen lessons and observed eight teachers. Inspectors held meetings with the Chair of the Governing Body, parents and carers, a group of pupils, senior managers, curriculum leaders, the School Improvement Partner and the local authority's senior adviser. Inspectors observed the school's work and looked at plans for improvement, assessment information, lesson plans, monitoring information and policies. The questionnaire responses from 94 parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions:

- how effectively does teaching meet the needs of all groups of pupils, especially the lower-attaining pupils in all subjects and the higher-attaining pupils in English
- how effectively does the curriculum build systematically on pupils' prior skills and knowledge and give teachers guidance on pupils' next stages in learning
- how rigorous are the systems for monitoring, evaluating and improving provision and outcomes?

## Information about the school

The school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. There are very few pupils with a statement of special educational needs. A very small minority of pupils come from minority ethnic backgrounds. There are no pupils who are learning English as an additional language. The percentage of pupils eligible for free school meals is below average. The school is federated with Marlpool Infant School and is managed by the same governing body. The school has been awarded the Basic Skills Quality Mark.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The overall effectiveness of Marlpool Junior School is inadequate because initiatives to raise pupils' achievement over recent years have largely been unsuccessful. Pupils of all levels of attainment make inadequate progress because teaching is not good enough. The headteacher and staff provide a calm environment and sensitively support individual pupils who face personal difficulties. Pupils say that they enjoy coming to school and feel safe. Parents and carers agree, and appreciate the individual attention given to the care of their children.

Teachers fail to use assessment information to plan work that successfully matches pupils' needs. Work given to the more-able pupils lacks sufficient challenge, especially in writing, and work for the lower-attaining pupils and those with special educational needs and/or disabilities is often too difficult. In lessons where pupils make least progress, teachers are not clear about what they want pupils to learn and pupils are not guided well enough through the steps which help them to learn effectively. In many lessons, little feedback is given to pupils on how to improve their work. Although there is some effective marking of pupils' work which helps pupils improve, it is inconsistent. Pupils behave well and show good attitudes to their learning. However, they often become restless in lessons because the work is sometimes uninspiring and the teacher talks for too long.

The curriculum provides effectively for pupils' personal, health and social development and is enhanced by a wide range of enrichment activities. Opportunities for pupils to practise their literacy and numeracy skills through subjects such as history and geography are often not taken. The curriculum is inadequate mainly because it does not build systematically on pupils' prior knowledge and skills, and curriculum planning does not give teachers helpful guidance on how to match pupils' work to their capabilities.

Leaders and managers give good attention to promoting pupils' well-being and developing their social skills and moral awareness. Pupils' progress in reading, writing and mathematics is assessed termly and is used effectively to highlight those pupils who are not on course to meet their targets. However, leaders do not use this information to show the progress made by different groups of pupils, evaluate the effectiveness of initiatives on raising pupils' achievement and hold teachers to account for pupils' progress. Although all leaders undertake lesson observations, and sometimes check on pupils' work in books, these are not carried out regularly, systematically or rigorously enough, and leaders do not give teachers clear guidance on how to improve pupils' learning. Although the

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weaknesses in pupils' achievement are known, the governing body has not always been kept fully informed about the progress the school has made in improving pupils' progress. This lack of understanding has prevented the governing body from holding senior leaders to account. As a result of these shortcomings, the school's capacity for sustained improvement is inadequate.

## What does the school need to do to improve further?

- Eradicate underachievement in all year groups and improve the profile of teaching and learning so that the large majority is good or better by ensuring that:
  - all inadequate teaching is eradicated as a matter of urgency
  - assessment information is used to plan work to meet the needs of all pupils and challenges pupils of all abilities
  - all teachers are clear about what they want pupils to learn in lessons and carefully guide pupils through the small steps which help them to learn effectively
  - regular feedback on how to improve their work is given to pupils in lessons and through marking
  - the work given to pupils motivates them to learn and teachers do not talk for too long
  - pupils are provided with more opportunities to practise their literacy and numeracy skills across the curriculum
  - the curriculum builds systematically on pupils' prior knowledge and skills and curriculum planning gives teachers helpful guidance on how match pupils' work to their capabilities.
- Strengthen the school's capacity for sustained improvement by:
  - using the assessment information more rigorously to monitor the progress made by different groups of pupils, evaluate the effectiveness of initiatives on raising pupils' achievement and hold teachers to account for pupils' progress
  - ensuring that lessons observations and monitoring work in pupils' books are carried out regularly, systematically and rigorously, and leaders give teachers clear guidance on how to improve pupils' learning
  - ensuring that the governing body is provided with accurate information so that it can hold the school to account effectively.

## Outcomes for individuals and groups of pupils

**4**

Pupils enter the school with attainment that is above average. Because of the slow progress they make as they move through the school, their attainment at the end of Year 6 is average. Although attainment in mathematics at the end of Year 6 has risen slightly over recent years, it has declined in English, mainly because too few pupils exceed the levels expected for their age in writing. In some lessons, teaching assistants help match work more closely to the capabilities of the lower-attaining pupils and those with special educational needs and/or disabilities. However, this is inconsistent, and consequently, most pupils in these groups make inadequate progress. Inspection evidence indicates that

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pupils are not stimulated by many of the activities, which are mundane. However, pupils work hard and, even when the activities are uninspiring, they apply themselves well to their tasks and show a good level of independence and a strong willingness to work with others.

Pupils have a good understanding of how to lead healthy life-styles. Most eat healthily and the large majority engage actively in the sports clubs. Older pupils are keen to help younger ones play together happily and pupils are proud of their work to raise money for charities and helping at local community events. Pupils' moral and social development is strong, but their spiritual development and their knowledge and understanding of a range of different faiths are comparatively weak.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The strong relationships between adults and pupils help ensure that lessons are orderly and calm. In the lessons observed during the inspection, most teaching was no better than satisfactory and a minority was inadequate. Ineffective use of assessment information to match work accurately to pupils' needs, especially the more-able pupils in writing, and lack of focus on helping pupils learn new skills and knowledge contribute to pupils' inadequate achievement.

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Spanish lessons, musical instrument tuition, cooking and many sports clubs and teams contribute well to pupils' enjoyment of the curriculum. Assemblies, visits to places of worship and links with a school in Kenya support pupils' satisfactory understanding of people and traditions from other cultures. Individual and group tuition in literacy and numeracy is organised for pupils who are not achieving their targets. However, many of these initiatives are recently implemented and have not had an impact on helping pupils learn more effectively. Sessions at the start of the school day are sometimes used well to help pupils undertake a range of tasks, such as additional physical education activities and guided reading. However, sometimes pupils are asked to undertake activities such as colouring pictures, which do not help improve their skills and knowledge. In some classes, up to thirty minutes of valuable learning time is lost.

The school's caring and supportive ethos, and strong links with the infant school, help pupils settle quickly and feel part of the school community. Robust transfer procedures help most pupils move to secondary school with confidence. Parents and carers say that the school looks after the pupils well. Close partnerships with a range of agencies ensure that pupils whose circumstances have made them vulnerable receive well-focused care and support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff and the governing body share a genuine desire to improve pupils' life chances and have successfully established a caring ethos. However, the lack of rigour in monitoring and evaluation means that leaders and the governing body have not accurately identified the priorities for immediate improvement, checked the progress made by all groups of pupils or been able to identify strengths and weaknesses in teaching. Consequently, the work undertaken to improve pupils' achievement is not focused sufficiently on the key actions which will improve the quality of teaching and learning. Although the governing body is very supportive, it is not effectively fulfilling its key role of challenging the school leaders to account for the school's performance.

Most parents and carers say that they are kept well informed about their children's progress. School leaders have a good knowledge of the pastoral needs of the pupils, especially those pupils whose circumstances have made them most vulnerable, and provide a good level of support when necessary. However, the lack of monitoring of the progress of different groups of pupils and no significant improvement in the academic outcomes for any identified group indicate that the school's commitment to equal opportunity and tackling discrimination is inadequate. The school's partnerships with

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external organisations have focused effectively on pupils' pastoral development but they have had no impact on raising their academic achievement. The school's promotion of community cohesion is satisfactory because, although links with local communities are strong, those with the communities outside the local area are not as well developed. All safeguarding procedures are in place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

The proportion of questionnaire responses received from parents and carers was higher than in most other primary school inspections. Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors are happy with their child's experiences at school, say that the teaching is good and feel that their child is kept safe at school. Inspection findings agree that pupils feel safe at school, although, the quality of teaching in most of the lessons observed was no better than satisfactory. Areas of concern raised by parents and carers were investigated during the inspection and these views were taken into consideration before inspectors reached their judgements, which are outlined in the main body of the report.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marlpool Junior 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 181 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	37	53	56	3	3	0	0
The school keeps my child safe	53	56	40	43	0	0	0	0
My school informs me about my child's progress	29	31	57	61	7	7	0	0
My child is making enough progress at this school	29	31	61	65	1	1	0	0
The teaching is good at this school	40	43	51	54	0	0	0	0
The school helps me to support my child's learning	24	26	61	65	3	3	0	0
The school helps my child to have a healthy lifestyle	33	35	57	61	2	2	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)	29	31	56	60	1	1	0	0
The school meets my child's particular needs	30	32	54	57	3	3	0	0
The school deals effectively with unacceptable behaviour	24	26	60	64	5	5	0	0
The school takes account of my suggestions and concerns	30	32	51	54	3	3	0	0
The school is led and managed effectively	45	48	45	48	1	1	0	0
Overall, I am happy with my child's experience at this school	49	52	42	45	2	2	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



3 February 2011

Dear Pupils

**Inspection of Marlpool Junior School, Heanor, DE75 7HS**

Thank you for welcoming us on our recent visit to your school. We enjoyed meeting you, visiting your lessons and hearing what you thought about the school. We were pleased to find that most of you keep healthy through eating a balanced diet and taking plenty of exercise. You told us that pupils behave well and that is exactly what we found during the inspection. We were pleased that most of you say that you enjoy coming to school, and your parents and carers agree. We were very impressed with the way the school cares for you, especially those who have problems or difficulties.

However, we judge that your school is not providing all of you with a satisfactory education and that it needs extra support in order to do so. For this reason we have decided that the school requires 'special measures'. We have asked the headteacher and staff to do a number of things which include:

- giving you challenging work which meets your needs
- giving you more guidance with your work in lessons
- making sure that teachers' marking of your work helps you to improve
- giving you work that interests you
- making sure that you have plenty of opportunities to practise your literacy and numeracy skills in your topic work
- checking carefully on how well you are learning so you make better progress
- ensuring that the governing body keeps a closer check on how well the school is doing.

Other inspectors will visit your school in the near future to judge how well it is tackling these points for improvement. You can all help your teachers by continuing to work as hard as you can.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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