

Marshlands Primary School

Inspection report

Unique Reference Number	117937
Local Authority	East Riding of Yorkshire
Inspection number	358228
Inspection dates	5–6 July 2011
Reporting inspector	Lesley Clark

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	240
Appropriate authority	The governing body
Chair	Mrs Beryl Beck-Taylor
Headteacher	Mrs Julie Newby
Date of previous school inspection	24 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 14 lessons taught by eight teachers. Meetings were held with four groups of pupils, the Chair of the Governing Body and staff. The inspection team observed the school's work and looked at a range of documentation including: assessments of pupils' progress; pupils' work in their literacy and numeracy books; the school's monitoring of teaching and learning; the school improvement plan and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 26 questionnaires from parents and carers.

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

- How well more-able pupils achieve in reading and mathematics.
- The effectiveness of interventions to help less-able pupils.
- The extent to which teaching challenges pupils and moves their learning on quickly.
- The impact on learning and progress of different initiatives to widen pupils' experience, knowledge and understanding.
- The extent to which partnerships with parents and carers impact on pupils' achievements and aspirations.

Information about the school

Marshlands Primary School is similar in size to the average primary school. It serves an isolated urban community in Old Goole, cut off from the main area of Goole by three bridges. Almost all pupils walk to school. Most are White British. Seven per cent of pupils are from Eastern Europe, including those from Latvian travelling families. None of these pupils is at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is high. A high proportion of pupils have special educational needs and/or disabilities. The proportion with a statement of special educational needs is above average. Most children attend the neighbouring children's centre in their early years. Over half the staff, including the deputy headteacher, have changed since the last inspection.

The school holds the information and communication technology (ICT) mark and the intermediate International School award. It has Healthy School status and holds the Investors in Pupils 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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils run into school, eager to start learning, and saunter out, in no hurry to leave, because they enjoy what they do. They often stay late in order to attend the many different after-school clubs. They say, 'You don't know you are learning but you really are!' This is because they are well taught and they follow a very interesting curriculum which they help to design. Pupils achieve well to reach average attainment in English and mathematics by the end of Year 6 from their low starting points in the Nursery.

The school has several outstanding elements which have a significant impact on pupils' motivation to learn and their future aspirations. Outstanding partnerships with parents and carers and excellent leadership and management of teaching and learning underpin pupils' good, and sometimes excellent, progress. Pupils are extremely well cared for. They are given outstanding support and guidance and as a result their behaviour and contribution to the community are excellent. Their spiritual, moral, social and cultural development is outstanding, reflecting the school's excellent provision for this part of pupils' education.

Attainment in English is stronger than it is in mathematics where very few reach the higher levels. In contrast, their reading and writing are both accurate and sophisticated, reflecting the school's successful focus on these skills since the last inspection. The large proportion of less-able pupils, including those with special educational needs and/or disabilities, make good progress because they are given a great deal of effective, often individual, help. Children in the Early Years Foundation Stage make good progress. The indoor provision is more stimulating than the outdoor learning environment which provides relatively few opportunities for children to learn independently and so accelerate their progress in communication, language and problem solving.

The school's self-evaluation accurately identifies its strengths and weaknesses. Its judgements reflect senior leaders' exacting standards and stringent checking of all aspects of the school's effectiveness. All aspects of the school's work have improved since the last inspection. Innovative practice in key areas such as assessment, the curriculum and teaching are resulting in pupils' rising attainment and the school meeting its challenging targets. The school demonstrates good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics for the small proportion of average and more-able pupils by:
 - involving pupils in setting mathematical challenges

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- ensuring pupils have as much time to respond to teachers' comments and suggestions in numeracy as they do in literacy.
- In the Early Years Foundation Stage, extend the opportunities for children's independent learning outdoors in order to accelerate their progress in communication, language and problem solving by:
 - providing more opportunities for role play
 - providing more opportunities to use pre-writing skills
 - providing a wider range of stimulating, thought-provoking activities with opportunities to solve problems.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and thoroughly enjoy their learning. They arrive punctually so they can take part in the early morning 'activate', swap news with friends and their teacher, ready to start lessons on the dot of nine. They work hard and persist with difficult tasks. They agree, 'The best thing about school is our teachers. They help us if we get stuck.' Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress because they have intensive support when they need it, as well as the same opportunities as everyone else to use and apply their skills.

Pupils make good progress in reading. Average and more-able pupils forge ahead because they work independently on challenging tasks yet have the same opportunities as less-able pupils to read and discuss books with an adult. They discuss the relative merits of films and books and say they really enjoy 'serious fiction because it makes us think.' Pupils make especially good progress in writing because they are encouraged to speak then write their thoughts and to develop a wide vocabulary. Pupils use their very precise targets to check their progress. They explained, 'We keep our own records and notes, plan our work and choose words to help us.' As a result, older pupils' writing shows considerable flair.

Pupils make good progress in mathematics but very few reach the higher levels. Much-improved provision since the last inspection in the Early Years Foundation Stage is impacting on pupils' numeracy skills in Key Stage 1 but has yet to filter through to Key Stage 2, which reduces their potential to reach the higher level 5 by the end of Year 6. Pupils are rarely involved in setting themselves mathematical challenges whereas they are constantly challenging themselves through extra reading and writing tasks.

Pupils' excellent behaviour is a key factor in their successful learning. They are adamant that there is no bullying. Pupils play a very effective role in decision making. For example, the very active school council was highly involved in the Investors in Pupils award and continues to audit provision. Pupils shoulder important responsibilities such as 'junior road safety officers' and 'play leaders'. 'British Week' and 'One World Week' give pupils' learning a broad international dimension. Pupils are clearly proud of their school. Over 80% attend the after-school clubs. They have a strong sense of moral responsibility and want to make the world a better place. They develop into articulate, polite, well rounded individuals. It is these qualities that prepare them well for their future lives.

The vast majority of pupils attend well, especially in Key Stage 2 where attendance is highest. Current attendance has dipped below its previous above-average levels mainly

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because of the growing numbers of pupils from families new to a full-time education system.

These are the grades for pupils' outcomes

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

¹ 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 good-quality teaching has some highly effective features. These include exemplary planning, which teachers annotate so they know what to focus on in the next lesson, and excellent deployment of teaching assistants to target support where it is most needed. Effective questioning and a variety of short, challenging activities to cater for pupils' different learning styles and abilities are strong features of most lessons. These are especially effective in literacy. Occasionally, teachers misjudge the length of time pupils can listen with full attention, which can slow progress, especially in the initial stages of a lesson. Teachers use a wide range of assessment effectively to ensure pupils know what they need to do to improve their work. Pupils do not have as much time to respond to teachers' helpful comments and suggestions in numeracy as they do in literacy.

Recent changes to the curriculum are helping to accelerate the pace of pupils' learning. A good focus on literacy and numeracy is reinforced through active topics in which pupils use a wide range of skills. These include enterprise activities such as inventing, making and selling square-based pencil holders with detachable number facts. Short, intensive 'quick maths' and 'quick write' sessions supplement longer sessions on specific mathematical and literacy skills. Pupils have many opportunities to use and apply these

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and their computer skills in highly imaginative contexts, such as when pupils made a refugee camp out of recycled materials.

Pupils are known as individuals in this child-centred school where every child is listened to and the majority receive intensive support. The school is extremely successful at helping pupils overcome multiple barriers to learning and to have high aspirations through initiatives such as the 'Professor Fluffy' project to raise pupils' awareness of university education and their ability to achieve entrance requirements. The school's work with families and children is exceptionally good and as a result parents and carers regularly come into school, attend workshops and work alongside their children. The large proportion of less-able pupils, including those with special educational needs, have excellent support to help them to make small steps in their learning at a good rate. Transition arrangements are first-rate.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are characterised by rigorous systems and procedures that underpin and support good achievement, rising attainment and innovative practice. The school takes concerted action to promote equality of opportunity and tackle discrimination. As a result, gaps between different groups of learners are closing. The leadership and management of teaching and learning are outstanding because all subject leaders are equally involved in stringent evaluation of teaching and learning. The impact is seen in rapidly improving outcomes for all pupils, especially in literacy, because this has been a focus of school improvement for a longer period of time. Attainment in mathematics is not far behind and is accelerating in response to many different initiatives, including individual tuition.

The governing body is knowledgeable and closely involved in setting clear priorities for improvement. They have an accurate picture of how well pupils are achieving compared to those in other schools. They are rigorous in ensuring that pupils and staff are safe. Consequently, safeguarding is of good quality and ensures children are well protected. The governing body has clear systems for ascertaining the views of pupils, parents and carers. This contributes well to the excellent relationships the school has with its family groups, particularly those who might otherwise find working with the school difficult. The simple system of 'meeting and greeting' families at the start of the day makes everyone feel welcome. Parents and carers respond very well to the very precise ways the school suggests they might help their children's learning - for example, in family homework tasks or taking part in their children's enterprise tasks. As a result, parents and carers have

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strong levels of engagement with the school's work. The school makes good provision for community cohesion and engages well with different national and international community groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from starting points that are frequently low. They achieve well because they are taught well and the highly organised indoor learning environment offers them lots of interesting, practical and challenging activities. Children respond well and learn to concentrate, cooperate and persist at tasks such as building structures or making a picnic area. Staff largely succeed in maintaining the fine balance between giving children independence and structuring their learning. The school has identified that the outdoor learning environment offers fewer independent and exciting challenges than that indoors, especially in terms of role play and opportunities to solve problems and develop pre-writing skills.

The staff team works closely to ensure that they cater fully for children's individual and often complex needs. They manage behaviour well, teaching children to share and take turns. As a result, children turn into happy, busy and thriving learners. By the end of the Reception year children have made significant progress and most now reach close to age-expected levels at the start of Year 1. Excellent partnerships with families aid children's good learning and development. Children are extremely well cared for because the setting is well led and managed.

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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

A small minority of parents and carers responded to the questionnaire. Those who did and those who spoke to the inspection team expressed their very positive views of the school and praised all that it does for their children. Typically, parents and carers said, 'The school gives the best education it can to our children' and 'gives them massive encouragement.' The inspection team judges this to be a good school that gives children outstanding care, support and guidance.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marshlands 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	54	12	46	0	0	0	0
The school keeps my child safe	15	58	10	38	0	0	1	4
My school informs me about my child's progress	12	46	13	50	1	4	0	0
My child is making enough progress at this school	11	42	15	58	0	0	0	0
The teaching is good at this school	14	54	11	42	0	0	0	0
The school helps me to support my child's learning	14	54	12	46	0	0	0	0
The school helps my child to have a healthy lifestyle	11	42	14	54	1	4	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)	11	42	15	58	0	0	0	0
The school meets my child's particular needs	14	54	12	46	0	0	0	0
The school deals effectively with unacceptable behaviour	10	38	15	58	1	4	0	0
The school takes account of my suggestions and concerns	11	42	15	58	0	0	0	0
The school is led and managed effectively	12	46	14	54	0	0	0	0
Overall, I am happy with my child's experience at this school	13	50	13	50	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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">■ 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 pupils' 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.



7 July 2011

Dear Pupils

Inspection of Marshlands Primary School, Goole DN14 5UE

Thank you for your warm and friendly welcome when the team inspected your school recently. A special 'thank you' goes to the four groups of pupils who spent time talking to us and to all of you who showed us your work. You go to a good school and you make good progress. This is what your school does best.

- You are very keen to learn, behave extremely well and take on a lot of responsibility. We were impressed by the work the school council, junior safety officers and play leaders do. This is outstanding.
- You read and write well and do lots of exciting things such as inventing pencil organisers with detachable number facts and making refugee shelters.
- Your school looks after you extremely well.
- Your school has excellent links with your parents and carers so they have lots of times when they can come into school and join in with your lessons and in your homework.

This is what we have asked your school to do next to make it even better.

- Those of you who find learning easier than most tend to read and write well but make quite a few mistakes in mathematics because you do not know your times tables well enough. You need just as much time to respond to your teacher's marking in your numeracy books as you do in your writing and you also need similar opportunities to challenge yourselves.
- We noticed that children in the Early Years Foundation Stage have fewer interesting things to do outside than they do indoors so we have asked your school to make learning outside more purposeful and fun for them.

You can all help by continuing to work hard and learn as much as you can so you can go to university.

Yours sincerely

Lesley Clark

Lead inspector

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