

Marshland Primary School

Marshland Road , Moorends, Doncaster South Yorkshire, DN8 4SB

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is now much better than it was. Progress is good and results of national tests have improved markedly. Pupils are now meeting the national average.
- The proportion of pupils making expected and better than expected progress compares well with other schools.
- The headteacher and her senior team provide determined and well-targeted leadership, which have dramatically improved both teaching and pupils' achievement.
- Pupils enjoy coming to school, behave well, feel safe and their attendance rates are better than in most schools.
- Action to improve pupils' reading and writing skills is having a good impact.
- Disabled pupils and those with special educational needs, make slightly better progress than their peers because of the very effective support from teachers and other adults.
- The new curriculum makes useful links between subjects and gives pupils plentiful opportunities to practise a whole range of skills.
- More teaching is now good or better. Lessons often involve a lot of practical experiences and teachers make sure that learning is fun.

It is not yet an outstanding school because

- Not enough teaching is outstanding. While the majority of teaching is good, more-able pupils are not always set hard enough work.
- Pupils are not always given enough advice about how to improve their work.

Information about this inspection

- The inspector observed seven part lessons, an additional four with the headteacher and activities at break and lunchtime.
- Meetings were held with senior leaders, the Chair of the Governing Body a representative from the local authority and several groups of pupils.
- The inspector observed the school's work and looked at documents including; records of the monitoring of teaching; the school improvement plan; records relating to safeguarding; published data and school records of pupils' attainment and progress. Examples of pupils' work were seen in lessons and evidence of learning seen in curriculum portfolios.
- The inspector also took into account the views of a sample of pupils' comments, 16 parental and 14 staff responses made in reply to the school questionnaire recently issued. There were no responses to the online questionnaire (Parent View).

Inspection team

Peter Cox, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is likely to be of the opinion that the school no longer requires special measures.

Information about this school

- Marshland is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for additional financial support through the pupil premium is more than twice the national average. The proportion of pupils who have a minority ethnic heritage is small. A very small number of pupils have a first language that is not English.
- The number of disabled pupils and those with special educational needs, including those supported at school action plus, is comparable to that in most other schools. The number supported at school action is slightly more than the average.
- The school was placed in special measures in February 2011.
- The executive headteacher began in January 2012 and continues to lead the school. The substantive headteacher left in August 2012.
- Marshland Primary School confirmed federated arrangements with a local primary school on 1 November 2012. The executive headteacher now leads both schools. There is one governing body.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that more pupils reach higher standards by:
 - setting harder work in lessons particularly for those pupils of a higher ability
 - ensuring that marking always tells pupils about how they can improve their work.

Inspection judgements

The achievement of pupils **is good**

- Children enter the Early Years Foundation Stage with much lower than expected skills, especially in communication, language and literacy. During their time in the Reception class they make good progress and begin Year 1 with broadly average skills for their age.
- Attainment at the end of Year 2 is broadly average. Teachers' assessments at the end of Year 2 in 2012 showed slightly more pupils than the national average reached the level expected for their age in reading with an even larger number in writing and mathematics. More pupils than the national figure exceeded the level expected for their age in writing. However, this was not the case for reading or mathematics. Nevertheless, given pupils' starting points they made good progress in Key Stage 1 and continue to do so.
- Pupils make good progress through Key Stage 2. In 2012, provisional data show that all pupils in Year 6 secured the expected level for their age in English and a higher proportion than seen nationally in mathematics. Some pupils were successful in achieving above average levels but the proportions were less than those seen nationally and this is part of the reason why the school is not yet outstanding. However, the overall gains in learning were good, considering pupils' starting points.
- Good learning was seen in many lessons during the inspection. For example, in a well-planned Year 6 mathematics lesson about co-ordinates pupils enjoyed working outside and cooperated well in teams. The school provides opportunities for pupils to reach well above the national average by using a mathematics specialist, in addition to the classroom teacher, from the partner school. Accurate checking on pupils' progress shows the current Years 5 and 6 are doing well and levels of attainment are continuing to improve.
- Those pupils supported through the pupil premium make slightly better progress in their learning than others, as do disabled pupils and those with special educational needs because of the good quality targeted support they receive.

The quality of teaching **is good**

- Teaching seen during the inspection was never less than good and some was outstanding. Teachers plan well and include activities that make learning interesting for the pupils. The improved curriculum provides creative opportunities for pupils to explore many subjects under one topic heading. For example, the Year 5 topic on allotments encouraged pupils to think scientifically when investigating plant structure. They also had opportunities to use technological skills when making cold frames to grow produce, and were expert in producing soup for parents and grandparents when they were invited into the school.
- Classrooms are bright and orderly. Displays around the school celebrate pupils' work and achievement and are often used in lessons by pupils to help deepen their understanding of different subjects. In the Early Years Foundation Stage, children were seen to work by themselves as well as with each other and adults. There is smooth movement from inside to outside with many planned activities to extend their learning. For example, both in class and outdoors children worked very well together as detectives in search of the big bad wolf, who is still yet to be found!
- Teachers generally plan well for their pupils although the full range of ability is not always sufficiently well catered for. Consequently, those pupils of a higher ability are not always provided with hard enough tasks and some marking does not always tell them what to do to improve their work. The impact of this is reflected in the pupils' lower than average success at the higher levels when compared to the national picture. The school's leaders are aware of this and have put in place a number of appropriate strategies, including the help of the specialist mathematics teacher in Year 6.

- Literacy and numeracy are taught well and at every opportunity. For example, in a Year 4 literacy lesson on flight engineers, pupils were encouraged to develop the way they start sentences and to use a range of words to join sentences together. In addition to this, under the skilful direction of the teacher they established the birth date of Amelia Earhart and the year that she went missing. They had to find out how old she was when she died.
- Teaching assistants contribute to the good progress made by pupils by helping groups and individuals in class. The reading programme is delivered well and helps those pupils who are identified as needing assistance gain ground in their reading.
- Pupils speak well of their teachers and say that lessons are now more interesting. They appreciate the extra help they receive in and out of class by teachers and other adults. Initially they did not agree with the removal of free time during the school week, but now realise the importance of making good use of every available minute at school to learn and develop in preparation for the next stage in their education.

The behaviour and safety of pupils are good

- Pupils show good attitudes to learning. They are keen and interested in their lessons and respond well to advice and guidance from adults. They are courteous to one another and other adults and visitors to the school. Teachers expect pupils to behave well and classroom routines are well established.
- The recent appointment of an Inclusion Officer who works across both schools in the federation, ensures those pupils whose circumstances may make them vulnerable are cared for well. Partnership working with the appropriate agencies is effective.
- High levels of attendance and punctuality are encouraged and a good range of strategies have helped move attendance to above average. This was an area for improvement at the last inspection. Pupils talk of wanting to come to school because, as one said, 'it's important to learn new things and do well so that you can get a good job and one that you enjoy'.
- Pupils describe very few incidents of bullying in all of its forms, and hardly any poor behaviour. They are confident in the school's ability to deal effectively with it should it occur. The school has good arrangements to ensure that pupils are kept safe. Checks are made on all staff before employment and care is taken to make sure that the school site is safe.

The leadership and management are good

- There is a clear and consistent view from everyone spoken to, that the executive headteacher has helped to bring about a remarkable improvement in the school. Members of staff, the local authority and the governing body all recognise the contribution she has made. There is a very clear, shared view for the future development of the school.
- The leadership team have a very accurate picture of the strengths of the school, together with areas of development. The school development plan is concise and sharply focused on further improving the outcomes for pupils, providing opportunities for all and avoiding any discrimination.
- Systems to check on and improve the quality of teaching are good. There are some good examples of where the training and development offered have brought about measurable improvements in the quality of learning. There are very effective links between the quality of teaching and pupils' progress and decisions about pay awards are based on teachers' performance.
- Leaders of literacy and numeracy are strong. They take a full share of the responsibility for raising achievement in the school. They are confident in their duties and consult together often ensuring an equitable roll out of new initiatives across both the Early Years Foundation Stage and the key stages.

- The curriculum provides opportunities for pupils to improve their basic skills. It takes a themed approach and allows for home learning, which engages some adults too, particularly when having to make items such as Roman forts. The curriculum is kept under constant review and is altered in the light of evaluation and the needs of the pupils. End of topic events are held when parents and grandparents are invited into school to celebrate their children's achievements. This fosters secure links between home and school, as increasingly, parents are interested and want to be involved with pupils' home learning.
- The improvements, driven by the leadership team since the last inspection, demonstrate the school's good capacity to improve even further.
- **The governance of the school:**
 - The federated governing body has a good range of skills and expertise, and is well equipped to hold the school very effectively to account. Governors are able to analyse the school's achievement data and ask challenging questions. They have a good understanding of the way in which the pupil premium funding is spent and its impact. They have kept an appropriate level of oversight on the school's performance management arrangements. The governing body fulfils all its statutory functions well, including ensuring that the financial resources of the school are used effectively. It ensures that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106690
Local authority	Doncaster
Inspection number	388543

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Martin Oldknow
Headteacher	Sally Kimber
Date of previous school inspection	2 February 2011
Telephone number	01405 812693
Fax number	01405 741038
Email address	admin@marshland.doncaster.sch.uk

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