

# Market Deeping Community Primary School

Willoughby Avenue, Market Deeping, Lincolnshire, PE6 8JE

**Inspection dates** 22–23 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress. Their attainment is above average at the end of Year 2 and Year 6.
- Teaching is good. Teachers are supported well by teaching assistants who make a good contribution to the progress of the pupils they support.
- The range of subjects taught is broad, balanced and meet pupils' needs well. This helps pupils to have good spiritual, moral, social and cultural development. Pupils are well prepared for the next phase of their education.
- Pupils' behaviour is good. They enjoy coming to school, and as a result, attendance is above average.
- The headteacher has a clear view of what is good about the school and what needs to be improved further. He is well supported by other school leaders and the governing body who, together, ensure the good teaching and good achievement of the pupils.
- The school is highly regarded by parents and pupils because it provides an exceptionally caring environment where pupils can thrive.

### It is not yet an outstanding school because

- Although progress in reading in Key Stage 2 is improving, it is inconsistent between different classes.
- Not enough teaching is yet outstanding. Teaching does not always make sure that the work for more-able pupils is hard enough.
- There are inconsistencies in the quality of marking and target setting. As a result, not all pupils know the next steps in their learning. Pupils are not always given time to act upon any advice that is given by their teachers.
- The school's procedures to analyse performance of groups of pupils is not as streamlined as those in the very best schools.

## Information about this inspection

- The inspectors held meetings with staff, groups of pupils, the Chair of the Governing Body, and with a representative from the local authority.
- The inspectors looked at a range of evidence including: the school’s improvement plan; the data held by the school relation to pupils’ progress and attainment; monitoring reports; the work pupils were doing in their books; and the school’s documentation relating to safeguarding.
- The inspectors observed teaching and learning in 14 lessons, of which three were undertaken jointly with the headteacher.
- Inspectors heard pupils read and checked the school’s assessment of progress in reading.
- Inspectors took into account the 27 responses to the online questionnaire (Parent View).
- Ten staff completed questionnaires and the responses were analysed.

## Inspection team

David Carter, Lead inspector

Her Majesty’s Inspector

Christine Murrell

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government) is below average.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is below average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school meets the government's current floor standards, which are the minimum expectations of pupils' progress and attainment.
- The deputy headteacher as well as two other members of staff have only recently joined the school.

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

- Raise pupils' achievement in reading by:
  - making sure that the good teaching of the sounds that letters make (phonics) is continued in Key Stage 2
  - building on the good start which the school has made in improving pupils' skills in understanding the meaning of the books which they read.
- Improve the quality of teaching so that it becomes outstanding by:
  - ensuring that teachers check individual pupils' learning more frequently during lessons so that the more-able pupils are challenged
  - sharing the best practice in marking and target setting across the school so that all teachers are helping pupils to make the best progress that they can.
- Strengthen the quality of leadership and management by;
  - harnessing further the good support offered by parents in hearing their children read at home
  - ensuring that senior leader's analysis of pupils' achievement data is as robust for groups as it is for individual pupils, so that actions can be identified earlier to help pupils make outstanding progress.

## Inspection judgements

### The achievement of pupils is good

- Children begin the Early Years Foundation Stage with variable skills; however, these are typically at least in line with the expected levels for their age. Children make good progress in the Early Years Foundation Stage class, particularly in reading, writing and developing calculation skills. This is because the teachers and staff know the children well and understand their needs. Children are happy and secure in their environment and they play and learn well together.
- Pupils' attainment at the end of Key Stage 1, including attainment in reading, is above average and has improved since the last inspection. Attainment at the end of Key Stage 2 is above average, but not yet high. It is consistently well above average in writing and mathematics.
- Pupils make good progress in their understanding of the sounds that letters make. This good start is now beginning to be continued into Key Stage 2, which is helping pupils to improve their skills in spelling. Pupils' achievement in reading varies between classes in Key Stage 2, however, pupils have responded well to the daily reading sessions, which are helping them to develop their skills in understanding the meaning of the books which they read.
- Pupils supported by the pupil premium make good progress. School leaders have brought in extra help for these pupils, which mean that they are supported by working in smaller groups in literacy and numeracy sessions. Leaders check that this additional help is being effective in making sure that they attain as well as others in the school. As a result, pupils who are eligible for pupil premium funding attain in line with their peers.
- Pupils who are disabled and those who have special educational needs make good progress in line with their peers. This is because of the good support they receive from teaching assistants, which allows them to access their work well.
- More-able pupils are not always provided with enough challenge in their work. Opportunities for them to learn independently are limited. In some lessons, teachers do not check pupils' work frequently enough, which can lead to slower progress as work is not matched exactly to pupils' needs.
- Pupils have opportunities to apply their learning in literacy and numeracy in other subjects. For example, in a Year 1 geography lesson, pupils recorded their learning about the differences between life in Market Deeping with that in a Mexican village through drawing and writing.
- Pupils have opportunities to learn about other cultures and faiths through visits and links which the school has made. Effective links with parents and other local schools is helping pupils to learn with pupils from different backgrounds. As a result, pupils develop very good social and personal skills.

### The quality of teaching is good

- Good teaching promotes pupils' enjoyment of learning across a range of subjects so they make good progress. Pupils were keen to tell inspectors how learning in different subjects made coming to school fun.

- In the Early Years Foundation Stage and Key Stage 1, teachers skilfully plan lessons to ensure that the needs of different groups of pupils are met. Excellent use is made of the imaginatively organised outdoor learning area. Teaching assistants play key roles in supporting and facilitating learning opportunities. Children enjoy learning and develop confidence quickly.
- Good teaching ensures lessons move at a brisk pace. Teachers explain clearly new ideas to pupils and plan interesting activities which develop pupils' skills. Teachers use questioning very effectively in order to check pupils' understanding. Pupils know what is expected of them, so that they can assess at the end of the lesson how well they have done. Pupils' contributions are shared in order to extend everyone's learning.
- Where teaching is outstanding, pupils are completely engrossed in their learning which challenges their thinking. In these lessons, teachers have exceedingly high expectations of what pupils can achieve and as a result all groups of pupils make rapid progress.
- Teachers make sure that disabled pupils and those with special educational needs are fully included in lessons by carefully adapting tasks and organising good support from teaching assistants so that these pupils make good progress.
- Teachers use knowledge of prior learning to plan activities at the right level for different groups of pupils. They regularly check pupils' work during lessons to support and challenge learning further, but this is not always in sufficient detail to reshape activities for the more-able pupils.
- Marking is frequent and teachers praise and encourage pupils to improve. Most teachers explain clearly what pupils have done well and tell them precisely what they need to do next to improve their work. Pupils have chances to show how they have made these improvements to their work. Most pupils know their individual targets and know the steps that they need to take in their learning in order to improve. This is helping them to make good progress. However, not all teachers use this best practice.

### **The behaviour and safety of pupils are good**

- Pupils have positive attitudes towards learning. In the Early Years Foundation Stage, children are attentive and settle quickly to their learning. Pupils collaborate well and are supportive and caring of each other.
- Pupils in Year 6 were keen to tell inspectors how well cared for and safe they felt in school. Pupils say that bullying is rare and that any issues are dealt with promptly. Parents consider that behaviour in the school is good. One parent informed inspectors of the highest levels of care, guidance and support which the school has offered to her children and those of her friends.
- Pupils have a good understanding of how to keep themselves safe in different contexts, both within and beyond the school. They are aware of how to keep safe when using the internet.
- Behaviour around the school is good and pupils are polite, well-mannered and have good relationships with all adults in the school.
- Behaviour in some lessons is exemplary. However, where teaching does not move at a quick pace or where teachers talk for too long, or where the lesson is not tightly focused, behaviour becomes more passive.

- Pupils are aware of their role in the local and wider community. For example, pupils are involved in working with a local charity which supports a school in Kenya. Pupils have planned activities to raise money for the school and are in communication with their peers in Africa.
- Attendance has improved and is above average.

### **The leadership and management are good**

- The headteacher is highly respected by parents and carers, staff, pupils and governors of the school. His passion for ensuring that pupils achieve well in a range of subjects and are well prepared for the next stage of their education is tangible.
- The vast majority of parents and carers, who responded to the online Parent View questionnaire at the time of the inspection, indicated that they believe the school is well led and managed. Partnerships with parents and carers are positive and productive and add greatly to their children's experiences by raising funds enabling access to out-of-school opportunities. Leaders are aware of the need to share with parents how they can support their children's learning at home, particularly in reading.
- School leaders continually review the range of subjects and activities taught so that more opportunities are provided for pupils to work with peers from other schools as well as learn from having access to a wider range of visitors to the school and school visits. For example, pupils can now attend two residential trips in Key Stage 2. The strategic development of the school grounds since the last inspection has also been particularly successful in promoting further opportunities for pupils to learn outdoors in the Early Years Foundation Stage.
- Governors and senior leaders have an accurate view of the school's strengths and areas for development. This understanding is translated to development plans which accurately identify areas requiring further improvement and are well understood by staff and members of the governing body. However, the leaders' analyses of pupils' assessment data for different groups, with the exception of those who are eligible for the pupil premium, is not as focused as for individual pupils. This means that leaders might not always be identifying actions in order to help pupils secure outstanding achievement.
- Performance management of staff is clearly focused on raising attainment and improving the quality of teaching. Staff have only been rewarded when their pupils have done as well as they should have done.
- Leaders successfully ensure that discrimination is tackled and that all pupils have an equal opportunity to do well in their learning. The subjects and activities taught, and caring atmosphere, ensure that pupils' spiritual, moral, social and cultural development is good. Consequently, all pupils are well prepared for the next stage of their education.
- School leaders have successfully addressed the key issues outlined in the last inspection report. Pupils are now more aware of their individual targets and school improvement planning has been sharpened. The quality of leadership at all levels indicates the school's good capacity to continue to improve.
- The local authority has provided good support for the school, particularly during a period where there have been a number of staffing changes. Advice on how to improve provision in the Early Years Foundation Stage is already showing signs of impact on children's attainment and progress. Recent support has looked at ways in which teachers can plan lessons more effectively in order to develop pupils' skills in understanding the meaning of what they are

reading.

■ **The governance of the school:**

- The governing body has clear procedures and systems to both support and challenge the school. Members of the governing body are extremely committed to improving the school, evident by the frequency of meetings and the training which they have received. Governors have begun to regularly monitor lessons and look at work in pupils' books as well as consider the progress and attainment of pupils.
- Governors understand that pupil premium funding has been allocated effectively to provide help for pupils who are at risk of underachieving. The governing body ensures arrangements for safeguarding pupils meets requirements.

## 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

<b>Unique reference number</b>	120398
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	403436

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Smith
<b>Headteacher</b>	Nigel Manders-Jones
<b>Date of previous school inspection</b>	11 June 2008
<b>Telephone number</b>	01778 343654
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