

# Marfleet Primary School

Marfleet Lane, Hull, HU9 5RJ

## Inspection dates

10–11 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement in reading, writing and mathematics is not good throughout the school. This is because teaching is not consistently good.
- Pupils' work is not always set at the right level to enable pupils of all abilities to make quicker progress.
- Marking is variable in quality and too often does not tell pupils what they have learnt well and what they need to do next. Teachers do not check that their advice has been acted upon.
- Pupils are not always clear about what they are meant to be learning and how to achieve their goal.
- Teachers' expectations of pupils' behaviour are not always high enough and they do not all use the behaviour policy in the same way. As a result, not all pupils behave well in lessons and around the school.
- Senior leaders' checking of teaching is not regular or detailed enough to ensure that the senior team has an up-to-date, accurate knowledge of its quality and to ensure that pupils achieve well.
- Leaders have not yet ensured that all teachers have the necessary skills to support good teaching and progress.
- Subject leaders do not have clearly defined roles and responsibilities and are not fully accountable for assessing accurately pupils' progress in their area and acting on their findings.

### The school has the following strengths

- Most teaching seen in mathematics is good.
- Pupils feel safe and secure in school and trust the staff to help them when they have concerns.

## Information about this inspection

- The inspectors watched 16 lessons of which three were observed jointly with the headteacher. They also listened to pupils read, observed pupils at break and lunchtime, and attended an assembly.
- The inspectors held meetings with senior and subject leaders, a group of pupils, members of the governing body and a representative of the local authority.
- The findings from the 24 staff questionnaires were taken into account in conducting the inspection. There were no registered responses to the online questionnaire for parents (Parent View).
- The inspectors looked at the school’s work, including its information about the achievement of groups of pupils in each year and the progress being made towards the school improvement goals. They checked the records of the quality of teaching, looked at samples of pupils’ work and perused policies relating to the safeguarding of pupils, including behaviour and attendance records.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector

# Full report

## Information about this school

- This is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils entitled to support through the pupil premium (additional government funding for looked after pupils, pupils known to be eligible for free school meals and those from service families) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in five mixed-age classes.
- The headteacher took up her post in September 2012. The deputy headteacher is new to the school this term.
- The school is part of the East Hull Collaborative Learning Trust, which consists of one secondary school, four primary schools, a school for pupils with special educational needs and a pre-school setting.

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

- Improve the quality of teaching throughout the school in reading, writing and mathematics, in order to speed up pupils' progress, by making sure that:
  - work is set at exactly the right level so that pupils of all abilities can make the best progress possible
  - marking tells pupils what they have achieved, the next steps they need to make, and teachers check that pupils have acted on their advice in future work
  - pupils are always clear about what they are meant to be learning in lessons and how to achieve it.
- Ensure that all pupils behave well in lessons and around the school by making sure that:
  - staff have high expectations of pupils' behaviour at all times
  - they use the behaviour policy in the same way.
- Strengthen the effectiveness of leaders and managers at all levels by making sure that:
  - senior leaders carry out a regular and detailed programme of lesson observations which gives them a fully accurate and up-to-date picture of the quality of teaching in all classes
  - teachers have the necessary skills to promote good teaching and progress in their areas
  - subject leaders have a clear understanding of their roles and responsibilities and are accountable for assessing accurately pupils' progress in their areas and acting on their findings.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress throughout the school is not as quick as it could be because the quality of teaching is not consistently good. As a result, from the Early Years Foundation Stage onwards, most pupils make the progress expected of them but not enough make better than expected progress. Where teaching is good, pupils' progress quickens. This is the case in mathematics.
- The school's data show an increasing proportion of pupils are predicted to reach higher levels in 2013 by the end of Year 6, where teaching is good. Several are working towards the higher Level 6. However, not enough pupils reach higher levels throughout the school.
- Children join the Nursery with levels of knowledge and skills that are, overall, below what is typically expected for their age, and well below in their social skills. There is a strong focus on the teaching of phonics (the sounds that letters and groups of letters make) throughout Nursery and Reception and the children develop secure skills in pronouncing sounds accurately through breaking words down into segments and spelling them accurately.
- In the small cohorts standards vary from year to year. Over time, through both key stages, they remain below average and improving, particularly by the end of Year 6, where teaching is good. The school's data and inspection evidence show average standards and expected progress over time. Achievement in writing has been slower in some year groups previously but the school's new strategies are starting to narrow the gap in some year groups. The school is increasingly effective in providing equality of opportunity.
- Different groups of pupils achieve similarly. All groups, including disabled pupils and those with special educational needs, those from minority ethnic groups and those who speak English as an additional language make faster progress in lessons where teaching is good. Boys' standards are below those of girls in Year 6 but their progress is similar.
- The school is using pupil premium funding carefully to support pupils' phonics development, mathematics understanding and boys' interest in reading. Pupils eligible for free school meals achieved similarly to other pupils in English and above similar pupils nationally. They were one term behind other pupils in mathematics and just below the eligible pupils nationally. This year, in the small cohorts, a few pupils eligible for free school meals are higher-attaining pupils and so overall scores are higher than for other pupils in the school.

### The quality of teaching

### requires improvement

- Teaching varies across classes and subjects. Not enough teaching is good enough to lead to pupils' good progress over time.
- Although pupils are kept busy, their work does not always provide them with an accurate level of challenge in classes which teach across two year groups. As it is sometimes too easy for some or too hard for others, pupils do not regularly make better than expected progress.
- Marking of pupils' work is inconsistent. In some books it is brief and irregular and does not tell pupils how to improve their learning. There is some good-quality marking which tells pupils what they have achieved and what to do next. However, there is very little evidence that teachers ensure that pupils are acting on the advice that they are given. The presentation of pupils' work, while good in some lessons, is also variable in quality.
- In good lessons pupils enjoy the brisk pace, challenging work and opportunities to be involved in their learning throughout the lesson. In a Year 2/3 mathematics lesson pupils made good progress in choosing the correct number operation, such as division, from a problem-solving exercise. The teacher's questioning teased out pupils' understanding of mathematical vocabulary well. Pupils were able to practise their literacy skills and could explain, for example, 'more than' and 'multiples'.
- Some support staff provide very helpful guidance to individuals and small groups of pupils. In lessons some model the teacher's teaching effectively. On occasions, support does not start early enough in the lesson and questions are not always phrased carefully enough to promote

the skills that pupils need to learn.

- Attractive classroom book displays show the importance that the school is giving to reading, and the timetable of daily guided reading and phonics reflects this provision. There is some inconsistency in how often staff hear pupils read and in the quality of recording of pupils' progress.
- Increasingly, and from the Early Years Foundation Stage onwards, pupils practise working independently and in pairs. They like this way of working and it helps them to think more for themselves.

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

### **require improvement**

- Although many pupils always behave sensibly around the school and in lessons, this is not so for all. When teaching is not good, some pupils do not pay attention and a few distract others. The pupils to whom the inspectors spoke said they did not like this. Similarly, some behaviour around the school needs improvement.
- The school council, formed last September, was involved in writing the behaviour policy and pupils are pleased with it and understand its usefulness. The staff's expectations of pupils' behaviour, though, are not always consistent or high enough.
- Pupils feel safe. They know the site is secure and they trust the staff to help them with any worries or concerns that they may have.
- From the Early Years Foundation Stage onwards, pupils are taught the importance of behaving safely and how to avoid dangers. Pupils know the potential dangers of the internet and how to use it wisely, and other dangers relative to their age.
- Pupils have a growing number of opportunities to develop their personal and social skills, in roles such as head boy and girl and through being monitors and helpers.
- Attendance is below average but is improving. The school has introduced wide-ranging strategies to check and follow up any absences. The proportion of pupils who are persistently absent has also fallen because of this procedure.

### **The leadership and management**

### **require improvement**

- Leadership and management need to improve as several teachers and leaders are new to post, and some need to strengthen their skills and effectiveness in promoting good and better teaching and progress. The headteacher, however, knows about these issues and is appointing staff to help her to address them. The school development plan reflects her understanding of the steps that need to be taken, with detailed and appropriate strategies to improve, in particular, specific aspects of the teaching of literacy and numeracy.
- She has made several changes to improve teaching and quicken progress. The staff have responded very positively and support the headteacher in her plans to drive improvement. For example, phonics and guided reading are taught daily and attendance issues are being more rigorously tackled. Parents are encouraged to become more involved in school activities and community links have been significantly strengthened. Class teachers have greater responsibility for pupils' progress and their attendance.
- Many of these changes are recent and their impact is yet to be fully felt. However, mathematics teaching during the inspection was good.
- During the inspection the headteacher and the inspectors were in full agreement about the quality of teaching they observed jointly. Pay rises are directly linked to teachers achieving their targets.
- Improving the quality of teaching is the school's main priority and teachers' performance targets and training relate particularly to improving teaching. However, overall, checking of the quality of teaching by senior leaders has lacked the necessary detail, regularity and thoroughness. As a result, some inconsistencies, such as in the quality of marking, have not been identified and are hindering the pace of progress.

- Checks made by subject leaders of pupils' progress in their areas are very variable in their accuracy and extent and in the way information gathered is then used to accelerate pupils' progress.
- Many pupils enjoy learning, including opportunities to learn through topic work. The needs of different groups of pupils are taken into account in planning. This includes more-able pupils in Year 6 attending a partner secondary school one afternoon a week to develop their literacy and numeracy skills further. Pupils who struggle to manage their behaviour are given specific support so that they can focus better on learning. The curriculum supports pupils' spiritual, moral, social and cultural development, such as through sporting activities, visits, reading books and opportunities to develop their knowledge of artists and what their drawings show.
- Pupils are benefiting from other community links such as the appointment of a parent liaison officer, which is helping to improve attendance. Communication with parents and their involvement in their children's education have improved, with most parents attending parents' evenings.
- Safeguarding procedures meet the statutory requirements.
- The local authority has supported the school in its appointment of a deputy headteacher and continues to work with it to strengthen leadership.
- **The governance of the school:**
  - The governing body supports the school's work. It also regularly challenges its actions and can do so because it knows a lot about its work in most areas, but with fewer planned opportunities to watch teaching. The governors understand data about pupils' progress, including that of pupils entitled to pupil premium funding, and are accurate in their assessment that the school is on a 'journey of improvement' and needs to improve teaching further. Although they check how the school has graded itself, they are not involved enough in making the judgements. The governors know about performance management and do not agree to salary increases unless they are satisfied that teachers have met their targets over a two-year period.

## 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>	117801
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	401694

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>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Quigley
<b>Headteacher</b>	Rachel Butler
<b>Date of previous school inspection</b>	23 June 2010
<b>Telephone number</b>	01482 781943
<b>Fax number</b>	01482 781943
<b>Email address</b>	admin@marfleet.hull.sch.uk



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