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7 June 2013

Miss Rachel Butler  
Headteacher  
Marfleet Primary School  
Marfleet Lane  
Hull  
HU9 5RJ

Dear Miss Butler

**Requires improvement: monitoring inspection visit to Marfleet Primary School,  
City of Kingston upon Hull**

Following my visit with Tanya Harber Stuart Her Majesty's Inspector to your school on 6 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2013. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with you, the senior leadership team, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan and other documents were scrutinised and evaluated, including lesson observation records, pupil progress data, work scrutiny reports and minutes of the governing body. A learning walk was conducted.

**Context**

Two new teachers, a School Direct graduate and a school business manager have been employed for September. One member of staff is leaving at the end of term.

## **Main Findings**

Since the inspection the headteacher, ably supported by the leadership team, has identified key actions to address the areas for improvement. These key actions are based on accurate self-evaluation. The action plan addresses what needs to be done to ensure the school moves to being good. However the success criteria need to be more focussed on pupils' progress with more regular milestones to allow governors, and the senior leadership to monitor improvements. There is a clear cycle of monitoring and evaluation of teaching and learning including lesson observations, work scrutiny, pupil voice and progress data.

Staff training is focussed appropriately. The new marking and feedback policy is used by teachers to tell pupils what they have done well and what they need to do to improve. There is still work to be done to ensure the policy is used consistently. There has been a focus on learning objectives so pupils understand what they are learning rather than the tasks they are completing. During the tour with the headteacher pupils shared their understanding of what they were learning. Careful monitoring of teachers' lesson planning shows improvement in planning. This needs to be developed further so work is always set at the right level for all pupils.

Regular and detailed lesson observations show teachers are developing the skills to promote good teaching and progress. Subject leaders are beginning to understand their roles and their assessment of pupils' progress in their subject, but there is still work to be done in this area.

Behaviour has improved. Teachers now expect better behaviour. Staff are more consistent in their use of the policy and have increased the use of praise for good behaviour. There is a personalised approach for a small number of pupils with more challenging behaviour. In consultation with the pupils the rewards policy has been reviewed. Attendance is improving and the proportion of pupils who are persistently absent reducing.

The governors have a clear understanding of the challenges facing the school and are working with the headteacher to overcome barriers. Their work is constrained by the vacancies on the governing body.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- strengthen the action plan so the success criteria are measurable and have clear milestones and dates for completion
- make sure the vacancies on the Governing Body are filled quickly
- build on the work done to improve subject leadership and the quality of teaching

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The headteacher has made useful links with other primary and secondary schools which are providing extensive support. This is used to good effect to improve the curriculum, behaviour for learning, moderation of judgements about teaching and learning, behaviour for learning and the transition of pupils to secondary school.

The local authority has provided support in moderating assessment and in recruiting new staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for the City of Kingston upon Hull.

Yours sincerely

Helen Lane

**Her Majesty's Inspector**