

# Martongate Primary School

Martongate, Bridlington, YO16 6YD

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	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		Good	2
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

- Teaching is not yet good enough in English and mathematics to enable pupils to make good progress throughout the school.
- In mathematics, pupils do not always have easy access to the resources they need to support their learning.
- Pupils are not given sufficient opportunities to write at length and for different purposes.
- Teachers do not always give pupils enough time to respond to the marking in their books.
- Teachers do not always challenge pupils sufficiently, particularly the most able in order to probe their thinking skills more deeply.
- Teachers do not always ensure that pupils have a clear understanding about what they are going to learn.
- Some subject leaders are not having a strong enough impact on helping pupils to make better progress.
- Governors are not effective enough in providing challenge and holding leaders to account as they do not have a clear understanding about their roles and responsibilities.

### The school has the following strengths

- Pupils' behaviour and attitudes to learning are good and they feel safe in school. Attendance is above average.
- The curriculum offers a range of clubs and sporting activities and gives pupils a wide range of experiences which help them develop a good understanding of the world around them. It effectively promotes pupils' spiritual, moral, social and cultural development.
- Children make good progress in the Early Years Foundation Stage.
- Since the previous inspection, senior leaders in partnership with the local authority have put in place more effective systems to check the quality of teaching and learning. As a result, the quality of teaching and achievement are improving particularly at the end of Key Stage 1.

## Information about this inspection

- The inspection team observed 19 lessons of which two were jointly observed with the headteacher and deputy headteacher. An assembly was observed.
- The team held meetings with key staff, pupils, three members of the governing body and a representative from the local authority. Inspectors spoke to parents both at the start of the school day and on the telephone.
- Inspectors examined a range of documents including: the school’s own data on pupils’ current progress, the school’s monitoring information about the quality of teaching and learning, pupils’ work, attendance figures and information about behaviour and safety.
- Inspectors analysed the 34 responses to the on-line questionnaire (Parent View) and 39 staff questionnaires were also looked at.

## Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Jennifer Firth	Additional Inspector
Janet Lomas	Additional Inspector

# Full report

## Information about this school

- The school is larger than most primary schools.
- The majority of pupils are from a White British background.
- The proportion of pupils eligible for support through the pupil premium is below average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and pupils with a parent in the armed forces.
- The proportion of disabled pupils or those with special educational needs and those supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The governing body manages its own breakfast club.

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

- In order to accelerate pupils' achievement in English and mathematics, raise the quality of teaching to consistently good or better by ensuring that:
  - in mathematics, pupils can easily use the resources available to them to support their learning
  - pupils have more opportunities to write for a variety of purposes and for extended periods of time
  - all pupils, particularly the most able, are given appropriate levels of challenge in all lessons
  - pupils clearly understand what they are going to learn
  - pupils are given sufficient time to respond and act on the comments made when teachers mark their books.
- Improve the effectiveness of leadership and management, including governance by:
  - building on the confidence and skills of all the middle leaders so they can effectively check the quality of teaching and learning in their areas and support senior leaders to raise pupils' achievements
  - ensuring that all members of the governing body have a clear understanding of their roles and responsibilities so they can effectively challenge and hold leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although pupils' achievement is improving, progress is uneven throughout the school. Children mostly join the school in the Early Years Foundation Stage with skills that are typical for their age and leave at the end of Key Stage 2 with standards that are broadly in line with the national average. Therefore, pupils are making expected progress.
- In 2012, the proportion of the most able pupils reaching the higher levels in English and mathematics were lower than the national average, but this has improved in the recent unvalidated results in 2013.
- Children leave the Early Years Foundation Stage with skills above those typical for their age. They are well prepared Key Stage 1 and their physical, personal and emotional development is particularly strong. This is a result of the good teaching by all adults in that setting.
- In 2013, the standards achieved in English and mathematics improved in Key Stages 1 and 2 and were higher than at the time of the previous inspection.
- Disabled pupils and those with special educational needs generally make expected progress from their starting points.
- The gap between those known to be eligible for free school meals and others in the school is starting to close in most year groups. This is because the pupil premium funding is used well to provide all of them with a mentor, and pupils also have extra support in small groups and on an individual basis. In 2013, those known to be eligible for free school meals are just under three terms behind in mathematics and are just over two terms behind in reading and writing. This is an improvement on the previous year.
- Pupils enjoy reading regularly. Those at the early stages of learning to read are able to use phonics (the sounds that letters make) to read any unfamiliar words. This is as a result of leaders enabling staff to receive effective training in this area.
- Pupils' achievement in mathematics is improving because there is more consistency in the way it is taught throughout the school. However, sometimes pupils do not always have access to the practical resources needed to help them to work out the answers.
- Although standards in writing are steadily rising, pupils do not have enough opportunities to write for a variety of purposes for extended periods of time.
- Sport is one of the strengths of the school and pupils achieve well in sporting activities. The school has not yet received its primary school sport funding.

### The quality of teaching

### requires improvement

- Although teaching is improving it is not yet good because it has not yet had sufficient impact on pupils' achievement at the end of Key Stage 2.
- Teachers do not always give appropriate levels of challenge to deepen pupils' thinking skills particularly for the most able. In a Year 1 lesson, all pupils were asked to complete a list of months between January to June and then at the end were asked to point to each month. This did not challenge the more able pupils enough, which limited their progress.
- Teachers do not always ensure that pupils are clear about what they are going to learn. In a Year 2 lesson, pupils were solving word problems but some were not clear about what they were learning.
- Although teachers mark pupils' books conscientiously, pupils are not always given sufficient time to respond and act upon the comments they are given.
- School leaders, in partnership with the local authority, have worked to improve the work of teaching assistants to support pupils' learning. As a result, pupils are effectively supported which is improving the progress they make.
- One of the strengths in teaching is where teachers actively check on how pupils are progressing

throughout the lesson. For example, in a Year 4 mathematics lesson, pupils were learning how to understand the degrees of turning by using a compass; the teacher kept a very close eye on all pupils and was able to quickly correct any misconceptions.

- In all lessons there are strong relationships between the teachers and pupils which help to create a relaxed working atmosphere in the classrooms.
- Teaching in the Early Years Foundation Stage is good. Both the indoor and outdoor areas provide a good focus on children's personal development and they effectively help to develop their literacy and mathematical skills. Children enjoy having the opportunity to learn about what is happening beyond the school. For example at the time of the inspection the fire service came into the school and enabled them to explore the different equipment that they use, including looking at the fire engine.

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

- Pupils have good attitudes to learning and enjoy coming to school, which is reflected in their above average attendance.
- Behaviour is not yet outstanding because where teaching is not good pupils can sometimes lose concentration.
- Pupils conduct themselves well around the school. Older pupils take on responsibilities such as being sports ambassadors and play leaders where they help to set up the games equipment for the younger ones. Sometimes the sports ambassadors take on other responsibilities and act as referees in some of the younger pupils' games.
- Playtimes and lunchtimes are calm and orderly. Pupils behave well in the dining hall, follow routines well and talk and share space harmoniously. They are appropriately supervised and well supported so good behaviour is appropriately reinforced.
- In the Early Years Foundation Stage, children's behaviour is good. They work and play well together in the different learning areas and are good at tidying up quickly.
- Pupils say that they feel safe in the school and feel that they can go to any adult if there is a problem. They have a good understanding about what bullying is and say that it is rarely happens and if does happen they feel it is firmly and quickly dealt with well.
- Pupils have a good understanding of how to keep themselves safe in different situations including when using the internet. Pupils in Year 6 enjoyed having the opportunity to share their knowledge about keeping themselves safe when using the internet with other pupils in the school.
- Pupils enjoy attending the breakfast club because it gives them a healthy and settled start to the day.

### **The leadership and management requires improvement**

- Subject leaders are not yet effectively monitoring the quality of teaching and learning in their subjects and so are not yet able to help pupils to make good progress.
- The governing body does not effectively challenge and hold leaders to account.
- The headteacher is ably supported by the deputy headteacher and in partnership with the local authority, they have improved the quality of teaching and achievement.
- Senior leaders monitor the quality of teaching and learning regularly. All teachers have targets that help them to improve their practice. These are linked to pupils' outcomes and the standards that are expected of teachers nationally. This contributes to the improvements in teaching.
- The school provides an interesting and enjoyable curriculum that meets the needs of most pupils. The school provides a broad range of after-school and lunch-time activities. Pupils go out on visits and have been to Kingswood Activity Centre. There is a wide choice of sporting activities. Pupils have plenty of opportunity to represent the school at national and local events. Regular use of computer technology further enhances learning in many subjects.

- Pupils' spiritual, moral, social and cultural development is good. The school effectively widens pupils' experience and understanding about other faiths and cultures. Pupils go out on different visits and have recently completed a project on India. Recently a representative from the local Italian restaurant came into the school and worked with the pupils, to help them appreciate Italian culture and food. They are encouraged to play a musical instrument, sing in the choir and play in the orchestra.
- Safeguarding policies and procedures are fully in place meet all statutory requirements.
- The local authority provides the school with regular and good support and this has helped to improve teaching and better pupils' outcomes.

■ **The governance of the school:**

Most of the members on the governing body are relatively new and even though they are committed to the school, they do not have a clear enough understanding about their roles and responsibilities. The governing body still has a number of vacancies. Some governors have had training about safeguarding and on how teachers' pay is linked to their performance. Governors have limited knowledge about the spending and impact of the pupil premium funding. They have an adequate knowledge and understanding about the information on the school's performance. They are very reliant on the information given to them by the headteacher.

## 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>	117886
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425812

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Antony Smith
<b>Headteacher</b>	David Carruthers
<b>Date of previous school inspection</b>	14 February 2012
<b>Telephone number</b>	01262 673975
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