

# Marton Primary School

Stow Park Road, Marton, Gainsborough, DN21 5AG

**Inspection dates** 27–28 November 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to an excellent start and make outstanding progress in the Reception class.
- Across the school pupils make good progress and acquire the basic skills of reading, writing and mathematics well.
- Standards at the end of Year 2 and when pupils leave at the end of Year 6 are rising, and this year they are on course to be above average.
- The progress of pupils currently in Year 6 has accelerated to the extent that it is now outstanding.
- Teaching is good. The development of pupils' speaking and listening skills is an excellent feature of many lessons.
- Behaviour and safety and pupils' attitudes to learning are exemplary.
- A good range of learning activities is helping to promote good academic progress and excellent personal development.
- The promotion of pupils' spiritual, moral, social and cultural development is excellent.
- The headteacher, school leaders and governors are working effectively to improve pupils' progress and to promote good teaching.

### It is not yet an outstanding school because

- Some pupils' progress in mathematics lags behind that made in English.
- Initiatives to improve the quality of writing have yet to have a full impact on the spelling and presentation skills of older pupils.
- There are not always enough opportunities for pupils to apply their writing skills across the full range of subjects.

## Information about this inspection

- The inspector observed parts of 15 lessons and was accompanied by the headteacher during each of the observations.
- Meetings were held with governors, parents, the headteacher, teachers with additional responsibilities, pupils and a representative of the local authority.
- The inspector looked at the work in pupils' books and listened to some pupils reading.
- The inspector took into account the school's information about pupils' attainment and progress, its evaluation of its strengths and weaknesses and the resulting plans for improvement. The inspector also looked at a range of documents and policies concerning school management and keeping pupils safe.
- The inspector considered the 22 responses to Ofsted's online survey (Parent View) for the current year and the 14 responses to the staff questionnaire.

## Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is a little higher than found in most schools. The proportion supported at school action plus or with a statement of special educational need is above average.
- The proportion of pupils entitled to benefit from additional government funding through the pupil premium, including those known to be eligible for free school meals, is broadly average.
- The proportion of pupils who join partway through their primary school education is higher than found in most schools.
- The school meets the government's current floor standards for pupils' attainment and progress.
- The 'Little Gems' pre-school group, formed in September 2013, is managed by the governing body. Children attend part-time and are taught as part of the Reception class.
- During the time of the inspection the school provided a training venue for six student teachers from the Bishop Grosseteste University College, Lincoln.

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

- Sustain the current focus on improving progress in mathematics, so it is consistently at least good for all pupils.
- Improve pupils' achievement in writing by:
  - embedding the initiatives to improve spelling and presentation, especially of older pupils.
  - creating more opportunities for pupils to use their writing skills across a wider range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class with knowledge and skills that are close to those expected for their age. They make excellent progress in all areas of learning, but particularly in their language and communication development. By the time they join Year 1 the proportion of children showing a good level of development for their age is much higher than found in most other schools.
- Pupils in Years 1 and 2 make good progress. The pupils currently in Year 2 are on course to attain above-average standards in reading and writing, and broadly average standards in mathematics. Pupils in these year groups are enthusiastic readers. In 2013 pupils in Year 1 did well in the national screening test in phonics (the sounds that letters make).
- A similar picture of attainment is emerging for the pupils currently in Year 6. Work in pupils' books and that seen during lessons shows they are on course to attain above-average standards in reading and writing and broadly average standards in mathematics. This follows a period of three years during which attainment at the end of Year 6 was broadly average. Even so, during this time pupils had made good progress from lower starting points.
- In 2013 the proportion of Year 6 leavers who had exceeded the progress expected for their age was much higher than found in other schools. School data and the work in pupils' books indicate that the current Year 6 group are on course to make outstanding progress from when they were in Year 2.
- Pupils acquire the basic skills of reading and writing well. However, while standards are above average, the spelling and presentation of some older pupils is not as good as it should be.
- Younger pupils acquire a good knowledge of phonics. The teaching of this aspect of pupils' learning is proving to be highly effective.
- For some pupils, attainment and progress in mathematics lag behind their achievement in reading and writing. The school has recognised this and has introduced individual and small group tuition that is helping to close the gaps in pupils' mathematical learning.
- Pupils who have special educational needs and those who are entitled to benefit from the additional pupil premium funding achieve well, in line with other groups. Those supported by the pupil premium also make better overall progress than similar pupils in other schools, but as with some other pupils their progress in mathematics is weaker.
- The pupils identified as potentially higher attainers are making good progress, and are on course to exceed the levels expected for their age.
- Pupils who join the school partway through their primary education settle in quickly and make good progress.

### The quality of teaching is good

- Teachers show that they have high expectations, and pupils respond exceptionally well. Teaching is improving, and in almost half the lessons seen during the inspection it was

outstanding. Teaching for children in the Reception class is consistently outstanding.

- Teachers and teaching assistants have excellent relationships with pupils. They consistently celebrate pupils' efforts and successes, helping them to become confident and successful learners.
- Lessons invariably capture pupils' enthusiasm and interest. Teachers plan work that is matched well to the needs of the full range of abilities in each class, including those of the most able pupils.
- Basic skills, especially speaking and listening, are taught well. However, although standards are above average, the teaching of spelling and presentation of writing has yet to bring the expected improvements for some oldest pupils. This is mainly because they missed out on the highly effective teaching of these skills that is now available to the youngest children and those in Years 1 and 2. In addition, although many pupils write well, they have too few opportunities to use their writing skills across the full range of subjects.
- Teachers recognise that some pupils have gaps in their learning in mathematics which have caused their progress to slow down. School leaders have introduced a programme of carefully chosen support through individual and small group tuition. This is already having a significant impact on closing the gaps in pupils' learning.
- Teachers are quick to identify and respond to the needs of any pupil showing signs of falling behind in their work. Teaching assistants play a central role in helping pupils to catch up. This includes the highly effective support they provide for disabled pupils and those who have special educational needs, and those eligible for the pupil premium. Carefully chosen group work is also provided for the most able pupils to ensure they are able to do as well as possible.
- Teachers make a highly effective contribution to promoting pupils' spiritual, moral, social and cultural development. For example, the opportunities provided for discussion, reading and reflection enable pupils to gain a fuller understanding of their community and those of others further afield.

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

- Pupils' attitudes to learning are exemplary. They are passionate learners, with even the very youngest ever willing to contribute during lessons. They subscribe wholeheartedly to the school's values. For example, singing in assemblies is excellent, with pupils spontaneously singing along with the music as they arrive in the hall.
- Behaviour during lessons and around the school is also outstanding. No pupil has been excluded for inappropriate behaviour for as long as anyone can remember, or for as long as records have been kept.
- Pupils are proud of their achievements and those of their classmates. They attach great value to the school's systems of rewards that celebrate their achievements.
- Negative events, such as racist incidents or bullying of any form, are extremely rare. On the isolated occasions when such incidents occur, pupils say they are always resolved amicably.
- Pupils are fully aware of how to stay safe. They are very well informed, for example, about the

potential dangers posed by misuse of the internet or mobile telephones.

- The management of behaviour by staff is exemplary. Should they experience any problems, whether academic or personal, pupils have great faith in the support that staff provide. In this respect the school's 'learning mentor' makes a significant and highly effective contribution to pupils' well-being.
- Attendance is above average. This has not always been the case and school leaders have worked very effectively to promote better attendance. Pupils are rarely absent for any unexplained reason.

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

- The headteacher, school leaders and the governing body are working effectively to improve the quality of teaching, increase the rate of pupils' progress and raise standards. Their success in doing this provides a strong indication that this pattern of improvement can be sustained in the future. No one is complacent. There is a strong commitment to achieve excellence and ensure that every pupil is able to do their best.
- Leaders have an accurate awareness of the school's strengths and weaknesses and, where necessary, are appropriately critical. The results of such self-evaluation are considered carefully and used to identify ways of making the school even better and sustaining the improvements in pupils' progress.
- Teachers' performance is measured against the impact they have on improving pupils' progress. Arrangements to evaluate the quality of teaching are good. Teachers are observed regularly by the headteacher, with appropriate reference to the national teaching standards.
- Arrangements for the continued training of teachers and of other staff are good and staff morale is high. Increasingly the school is playing a valuable leading role in providing training and advice for a group of local schools.
- Parents have very positive views of the school and are pleased with the quality of education it provides for their children.
- Learning opportunities within the school day and beyond make a good contribution to pupils' academic progress and play an excellent part in promoting their personal development. The residential visit to London, which includes going to Downing Street, provides pupils with a series of memorable learning experiences. Pupils are very proud that their school is the only one in the East Midlands to be selected by the English Folk Dance and Song Society to participate in the 'Full English' local history project.
- Additional funding is used wisely to promote pupils' learning. Pupils eligible for the pupil premium receive all the additional support they need to close gaps in their learning and to ensure they can make as much progress as possible. The recently introduced sports funding is being used to provide a specialist dance teacher and is already having a positive impact on pupils' physical well-being. The school also purchases the services of a specialist music teacher. Pupils play a variety of instruments well and their singing is excellent. Music has a strong profile and standards are high.
- The promotion of pupils' spiritual, moral, social and cultural development is excellent. The school has strong links with several abroad, including one in Guadalupe. These links give pupils a

valuable insight into the wider world.

- Leadership of the Early Years Foundation Stage is outstanding. Children who attend the 'Little Gems' pre-school group benefit greatly from being taught alongside children in the Reception class, ensuring they are very well prepared when the time comes for them to start school full time.
- The local authority has provided the school with helpful support that is making an effective contribution to the improvements in teaching and pupils' progress.
- **The governance of the school:**
  - Governors fulfil their role effectively. They have benefited from helpful training opportunities and are well informed about all aspects of the school's work. They have a clear picture of the quality of teaching and of pupils' progress, based on high-quality reports provided by the headteacher and their own regular first-hand observations. Governors hold school leaders to account for the quality of their work, and are fully involved in evaluating the progress made on initiatives for improvement and checking their impact. They also play an appropriate part in managing staff performance. Management of the school's budget is exemplary. Governors ensure resources are used wisely. They are fully aware of the positive effect brought about by the additional pupil premium and sports development funding. Arrangements for the safeguarding of pupils and for child protection meet current national 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>	120462
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	429571

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>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Spence
<b>Headteacher</b>	Ben Stephenson
<b>Date of previous school inspection</b>	21 January 2009
<b>Telephone number</b>	01427 718224
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