

Marshlands Primary School

Hall Road, Old Goole, Goole, DN14 5UE

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Most pupils make expected rather than good progress, especially in writing and mathematics. As a result, standards are below average when they leave school in Year 6.
- The quality of teaching varies and is not consistently good.
- Pupils are not productive enough in all their English and mathematics activities to secure the best progress and build resilience in their work.
- Pupils' writing in different subjects does not reflect the standard they show in their literacy work.
- Sometimes, too much adult support is provided, which results in pupils not being able to reason and work things out for themselves, especially the most able pupils.
- The steps leaders take to review and develop the quality of teaching are not always effective in improving pupils' achievement.

The school has the following strengths

- The headteacher and senior leaders, with positive support from the governing body, are improving aspects of pupils' learning, despite several staff changes. In particular, there have been significant recent improvements to pupils' early reading skills and to outdoor play in the Early Years Foundation Stage.
- Pupils behave well and are safe and cared for well. Their parents agree. There is a good trend of improving attendance.
- The school provides many memorable experiences for pupils through visits, visitors, sporting events and clubs. This promotes their health, emotional and physical well-being effectively.

Information about this inspection

- The inspectors observed 11 lessons or parts of lessons, including lessons observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at pupils' work and listened to them reading.
- Discussions were held with groups of pupils, the Chair and other members of the Governing Body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 13 responses to Ofsted's online questionnaire (Parent View) and the results from the school's own regular consultations.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sandy Dixie

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well above average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who receive the pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Most pupils are from White British families. A small but increasing proportion of pupils are from Eastern Europe.
- The proportion of pupils who speak English as an additional language is below average but increasing.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Several staff are new to the school since the time of the previous inspection, including some new to the profession.

What does the school need to do to improve further?

- Raise standards and pupils' achievement through increasing the amount of good or better teaching, by:
 - ensuring pupils are productive and thorough enough in all their English and mathematical work
 - making sure that pupils' written work in all subjects is always to the highest standard they can achieve
 - improving pupils' ability to think and reason for themselves, especially the most able, so that they rely less on adults to help them.
- Strengthen leadership and management by ensuring that the steps leaders take to review and develop the quality of teaching and learning have a clear focus on consistently improving pupils' achievement, so that they reach the highest standards they can.

Inspection judgements

The achievement of pupils

requires improvement

- Children start the Early Years Foundation Stage with skills which are well below those typically expected for their age, particularly in communication and personal and social skills. There is a steadily increasing trend of improving achievement in these areas following developments to the curriculum. However, achievement is not yet consistently good because the quality of teaching is too variable.
- Standards at the end of Year 2 and Year 6 are below average overall in reading, writing and mathematics. This is largely reflected in the results of national tests despite some steady improvement, particularly in 2012 when standards were close to average.
- Pupils' writing skills are below average. This is because they do not write regularly enough in different subjects to fully develop the skills they learn in their English lessons. They do not always write with enough care and attention to detail in handwriting, spelling and punctuation, unless these skills are the focus of the activity.
- Pupils make expected progress in mathematics. They do not consistently make good enough progress to raise standards further. Calculation skills are improving through well-structured programmes for teaching them. Although pupils practise these skills in solving problems they do not record their work in sufficient detail and regularly enough to secure the gains they make.
- Pupils' reading skills are improving. The results of tests of pupils' understanding of letters and sounds (phonics) in Year 1 and 2 have been below average in 2012 and 2013. However, the evidence of inspection and the school's own test information show a significant improvement to at least expected levels. This is as a result of a carefully-structured and well-resourced daily teaching programme which has raised teachers' expectations and is supported by effective training.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils. The targeted support from teaching assistants and other adults is leading to greater progress. This also helps the few pupils who speak English as an additional language achieve.
- Pupils who are known to be eligible for pupil premium funding, including those eligible for free school meals, achieve standards which are broadly similar to those seen nationally. Currently, these pupils are approximately one to two terms behind compared with other pupils in the school. However, well-planned use of the pupil premium funding, such as additional teachers and smaller class groups in Key Stage 1, is helping to close any gaps in attainment, especially in reading.
- The most able pupils also make similar progress to their peers. They generally reach expected standards by Year 6. However, they do not always make the best progress they could because the work set for them is too easy and does not allow them to use the full extent of the skills they have learned.

The quality of teaching

requires improvement

- Pupils are not given enough opportunity to work at length and develop their resilience. Too many of the worksheets they are given, for example, limit pupils to giving one word answers, both in English and mathematics, rather than ensuring they practise and extend their skills.
- Pupils' writing in different subjects does not often match the standard of work they are studying in literacy. Errors in spelling and punctuation are not addressed consistently by teachers or pupils.
- Pupils are not encouraged to find the answers to problems for themselves often enough. For example, adults are sometimes too quick to provide answers to pupils rather than asking questions to help them or encouraging them to use other sources of reference, such as dictionaries or word banks.

- Learning gets off to a prompt start. Classrooms are orderly and well organised. As a result, pupils of all abilities are ready and keen to learn.
- Teaching assistants are well trained to provide intensive literacy and numeracy teaching to pupils who need additional support, including disabled pupils and those with special educational needs.
- Good use is made of regular homework, including homework clubs, to increase pupils' learning of mathematical facts, spelling and other basic skills and develop them through exciting creative and investigative projects.
- Children in the Early Years Foundation Stage enjoy more opportunities for writing and problem-solving outdoors than they did at the time of the previous inspection.
- The teaching of physical education is good. The school makes good use of specialist teaching and coaching skills. High levels of physical activity are encouraged while developing accurate movement and dance skills. This makes a good contribution to pupils' health and well-being.
- There is evidence of the increasingly effective use of marking and feedback to pupils in order to improve their own work. Pupils are provided with the time and opportunity to respond to the guidance they have been given.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Lunchtimes and breaks are friendly, social occasions because pupils have many sporting and other activities, such as the willow trail, to keep them occupied. Pupils enhance the quality of their behaviour through roles as Young Leaders and serving on the school council.
- Teachers have high expectations for pupils to behave well towards each other and to show consideration and respect. They set a good example to pupils in the calm way they conduct their lessons and in their supervision at break times. Consequently, all groups of pupils play and work together well and keep the school environment clean and tidy.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree.
- Poor behaviour, including bullying and racist incidents, is rare. There are rigorous procedures to record and address any concerns. There have been few fixed-term exclusions. Parents and pupils say that on the few occasions unacceptable behaviour occurs, it is managed well by the staff.
- Pupils have a good knowledge of different types of bullying and how to avoid them. They undertake projects on the possible dangers of the internet and how to use information and communication technology safely. Through their roles as Peace Makers and Road Safety Officers, pupils contribute well to their own safety and well-being.
- The school is successful in helping pupils with social and emotional difficulties to manage their own behaviour. The good work of teaching assistants and other support staff has helped pupils who have been excluded from other schools to settle down and make progress.
- Pupils' attendance is improving well and is now average. The school's work with the Parent Support Adviser promotes better attendance amongst all groups of pupils: very few pupils are persistently absent.

The leadership and management requires improvement

- Leaders' regular procedures to review and improve pupils' achievement through the quality of teaching and learning are not effective enough. This is largely because they focus too narrowly on particular aspects of the lesson or subject and do not clearly identify the overall impact on pupils' achievement. As a result, some of the hard work staff put in to judging the effectiveness of teaching is not as productive as it could be.
- The headteacher has, however, developed the senior and middle leaders' skills since the

previous inspection and provides a good role model to others. There are increasingly rigorous procedures to measure and analyse pupils' progress, including any gaps between the achievements of different groups of pupils. These findings are increasingly used well to plan for future improvements. Consequently, the school runs smoothly and the quality of teaching is improving after a period of staff change.

- The school receives appropriate support from the local authority. The local authority identified with the school that standards were not improving fast enough after the last inspection. It helped the school build a partnership with another school in similar circumstances in a neighbouring authority. This has supported effective developments to the teaching of reading skills and the provision of resources and organisation in the Early Years Foundation Stage.
- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level.
- The curriculum promotes pupils' achievement and their spiritual, moral, social and cultural development well. Topics and themes are relevant to the pupils and good use is made of visits, visitors and the internet to bring learning to life. This makes a powerful contribution to pupils' positive attitudes.
- The school makes good use of new primary school sport funding. The teaching of physical education is developing through the introduction of new planning schemes for dance and gymnastics, coaching for staff and pupils and extending the already good range of clubs and sporting activities. The outcomes are being carefully checked to ensure they are effective and sustainable.
- **The governance of the school:**
 - The governing body is organised and led well. It is informed through headteacher's reports, its own systematic checks on the school's work, such as the regular discussions with subject leaders, and analysis of pupils' progress and other aspects of the school's work. The governing body takes advantage of training opportunities offered by the local authority. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They have a generally appropriate understanding of pupils' achievement and increasingly ask challenging questions of senior staff. The governing body manages the finances well by, for example, analysing the use made of pupil premium funding and its impact on the progress of eligible pupils.

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

Unique reference number	117937
Local authority	East Riding of Yorkshire
Inspection number	440827

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Beryl Beck-Taylor
Headteacher	Julie Newby
Date of previous school inspection	5 July 2011
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