

Marldon Church of England (VA) Primary School

Marldon Cross Hill, Paignton, TQ3 1PD

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved since the last inspection and is now good. This is due to teaching that is at least good and has been improving rapidly over time.
- Pupils' attainment at the end of Year 6 was above the national average in 2014. Attainment was significantly above that seen nationally in reading and writing.
- Children make a good start in school. The proportion of children attaining a good level of development at the end of Reception year is above the national average.
- The progress pupils make between Key Stage 1 and Key Stage 2 has increased steadily since the last inspection and is now good.
- The head of school has provided good leadership within the school. Supported by the executive headteacher and federation, he has been able to drive up the quality of teaching and standards in the school.
- Middle leaders play an important role in checking the progress made by pupils. They monitor the work of teachers carefully and provide training to staff to develop their skills. This has helped improve the quality of teaching and, as a result, accelerated the progress pupils now make.
- The school's work to keep pupils safe is good. Pupils enjoy school and have good attitudes to learning. Behaviour in the school is good.
- The school develops pupils' spiritual, moral, social and cultural understanding well. The pupils are well prepared for life in modern democratic Britain.
- Governors check the work of school carefully and hold the senior leaders to account for pupils' achievement.

It is not yet an outstanding school because

- Pupils of all abilities make too many basic spelling errors in their written work.
- Teachers do not always insist that presentation of pupils' work in their books is always to a consistently high standard. As a result, pupils' handwriting is not always neat and well formed.
- The outdoor area does not provide children in the early years with interesting activities that support the learning that takes place inside the classroom.

Information about this inspection

- The inspectors observed learning in 11 lessons, two of which were jointly observed with the headteacher. An inspector also observed an assembly.
- Meetings were held with groups of pupils and senior leaders. The lead inspector met with the Chair of the Governing Body and another governor. He also held a telephone conversation with a representative of the local authority.
- The inspection team listened to pupils from Year 2 and Year 6 read and scrutinised a sample of workbooks from a range of year groups.
- The inspectors examined a wide range of documents, including the school’s information on pupils’ recent progress. They also looked at planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding.
- There were 64 responses to the online questionnaire, Parent View. The views of staff were considered through the 16 staff questionnaires.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. The school entered into a partnership with the United Schools Federation in April 2013 and, after a period of consultation, became a member of the federation in January 2014.
- The school has one class in each year from Year R to Year 6. All pupils attend on a full-time basis.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is much lower than the national average. This additional government funding is used to support those pupils known to be eligible for free school meals and children who are looked after. In Year 6, in 2014, there were too few disadvantaged pupils for their attainment to be compared to that of others without the risk of identifying individuals.
- Most pupils are from a White British background. The proportion of pupils from minority ethnic backgrounds is well below the national average. Very few pupils do not speak English as their first language.
- The school met the government's current floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The head of school joined the school in September 2014.
- The school has received support from the United Schools Federation. This is led by the executive headteacher who is a national leader of education.

What does the school need to do to improve further?

- Improve further the quality of teaching and so raise achievement by ensuring teachers:
 - help pupils to develop their spelling skills by ensuring they check their work carefully and then make any corrections if necessary
 - insist that pupils' handwriting is neat and that their work is always well presented.
- Improve resources in the outdoor learning area in the early years class so the children are provided with interesting activities to explore that support the learning that takes place in classroom.

Inspection judgements

The leadership and management are good

- The school has drawn on the expertise and the resources of the federation to improve the quality of teaching within the school. Leaders in the federation identified key aspects of the school's work that needed significant improvement. The head of school, who joined the school from another in school in the federation, quickly set about addressing these issues. As a result of well-considered plans and through the effective monitoring and evaluation of their impact, improvements quickly bore fruit. Pupils' achievement has improved and standards are now higher.
- The executive headteacher has led regular reviews of the school. This has provided the head of school with external scrutiny that has been challenging but supportive of his efforts to secure improvement across the school.
- The headteacher raised the teachers' expectations of what pupils could achieve. The skills of the teaching staff were improved or enhanced through well planned training and support. The school has brought in new approaches to aspects of teaching, for example in the marking and feedback of pupils' work. This has had a clear impact in providing pupils with better information on how to improve their work.
- Middle leaders have a clear role in school improvement. They oversee the planning of work that teachers undertake, offering advice and support when needed. They take an active role in reviewing teaching in class, and the impact it has on pupils' learning, by regularly reviewing work in pupils' books.
- Teachers meet with senior and middle leaders to review how well their pupils are doing each half term. This review is rigorous and checks if pupils are making sufficient progress and if any need additional support to accelerate their progress. Through this review, the school is able to plan how it uses any additional resources, for example pupil premium funding which the school uses very effectively. The school keeps governors informed of the progress made by different groups of pupils and the impact of the school's use of additional resources. The school is determined that all pupils achieve highly and that all pupils have an equal opportunity to succeed.
- The federation reviews the work of the school very closely with mini-audits carried out termly to check the effectiveness of teaching. The local authority monitors the standards in the school and provides a very light touch level of support if it is needed.
- Staff have clear targets to meet each year and these are linked to how well their pupils achieve. Success in achieving these targets forms the basis of the teachers' promotion opportunities or salary improvements. The governing body scrutinises this aspect of the school's work carefully.
- The programme of lessons engages and interests pupils. The activities in the different subjects develop their literacy skills and mathematical understanding. Pupils have opportunities to write at length in subjects other than English. The school provides a wide range of sporting and creative activities for the pupils to enjoy, which range from multi-sports to scuba diving to maypole dancing and ballet.
- Leaders use the primary sport premium funding effectively to promote pupils' participation in sport. Professional coaches provide high quality activities to develop pupils' skills. Pupils take part in range of competitions against other schools in the federation. The school has yet to review the impact of this aspect of its work in detail but shares what it does do with the governing body.
- The school has well-established links with the local church and develops pupils' understanding of core human values. Through the high expectations it places on positive attitudes and good conduct, it promotes an ethos of caring for others in all year groups. The school fosters good relationships. Pupils explore the beliefs of other faiths in lessons and in themed activities that raise their awareness of other cultures. The spiritual, moral, social and cultural awareness of pupils is good. They are well prepared for the next stages in their education and life in modern democratic Britain. The school challenges any forms of discrimination robustly if they occur.
- Leaders place a high priority on ensuring pupils are safe in school and well cared for. The school makes careful checks when appointing new staff. The governors and local authority, to ensure all statutory requirements are met, review policies and procedures carefully in an annual audit.
- The school has very good links with the parent body. It provides detailed information to parents about the progress their children make through reports and parents' meetings. Home learning provides activities that pupils can carry out with family members. Termly review events offer parents the opportunity to visit the school and see what their children have been working on. A small number of parents responding to the on-line survey, Parent View, suggested they would like further information on their child's progress.
- **The governance of the school:**
 - The governing body oversees the whole of the federation, but reviews the work of each individual school closely. School leaders provide the governors with good information about the work of the school

and the governors scrutinise this in detail. They are able to review the progress made by different groups of pupils, including those who are eligible for additional support, and compare this against the national picture.

- Governors monitor the school's work against the development plans and are able to review the quality of teaching from the reviews they receive. Governors have a clear understanding of the link in teachers' salary improvements and the progress pupils make. They understand how the school is working to improve the quality of teaching further and how it is tackling underperformance.
- Governors check if the school's resources are used to best effect. They monitor the financial position carefully.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have very positive attitudes to learning. They try hard in lessons and teachers reward them with housepoints for doing well, which they value. The good relationships fostered in the school are an important factor in developing the good work ethic in the classes.
- Pupils are polite and friendly to each other. At breaks and lunchtimes they play well together. The school has a good range of resources that keeps the pupils active in their play, including a climbing trail that is very popular. If they choose, pupils are also able simply to read a book in their free time.
- Pupils' understanding of what constitutes bullying is very good. Acts of unkindness are very rare, although pupils say some fall outs can and do occur. Individuals do sometimes call each other unpleasant names. They say, however, that any disputes are quickly resolved, normally by the pupils themselves, but adults are around to help them should problems persist.
- Pupils say that their teachers will use the school's system of sanctions and know teachers will be firm but fair if they misbehave or distract the learning of others.
- Pupils are encouraged to work cooperatively together. Nothing highlights this more than in the work of the engineering club. Pupils have worked together to make a 'Goblin Racer'. This is an electric go kart that they will race in a schools event against other go karts from the other United Schools Federation schools later this year.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they are safe in school and that they are well looked after. The school's work to raise their awareness of personal safety is good. Pupils have a good understanding of why they should be careful when using social media sites or playing games on line. The school draws on outside agencies to provide additional expertise in safety when cycling and in road safety.
- The attendance of pupils in school is above the national average. The school works hard to maintain this and works closely with parents to ensure that any time off pupils may have is minimised.

The quality of teaching is good

- Teaching over time is consistently good or better and has improved since the last inspection. As a result, pupils now are making good progress.
- Teachers plan lessons that interest and engage the pupils, and use a range of activities to help pupils learn. The tasks deepen pupils' skills in reading and writing and their understanding in mathematics. The work teachers set offers challenge for the most able, but also enables less confident or less able pupils to make progress. In the Year 2 class, different groups of pupils learned about coding through a variety of activities. Some pupils worked on paper-based activities, others used tablet computers, and a final group wrote instructions for a small robot to follow a pathway. All groups made good progress on their activities and could explain what they were learning. The groups then searched for several 'lost' photographs using directional language.
- Learning support assistants work with pupils of different abilities. The help they provide enables the pupils they work with make good progress. Teachers and support assistants check the progress pupils make regularly in the lesson. This ensures that any misconceptions that pupils may have are quickly rectified.
- Teachers provide pupils with clear feedback on their work. Marking identifies the areas the pupils need to improve upon or correct. Pupils have opportunities to make the necessary corrections to extend and

develop their work further. However, teachers do not always insist that pupils check their work carefully to find words they have spelled incorrectly and, consequently, pupils make too many basic errors.

- Pupils have clear targets and know what they have to do to achieve them. Teachers review these regularly and provide new targets when the pupils have achieved them.
- Pupils read regularly at school. Small group sessions enable teachers to assess carefully the reading skills of pupils and their understanding of what they have read. Pupils are able to read to teaching assistants and volunteers who come into school to develop their abilities.
- Classrooms and corridors in school are bright and celebrate the work of the pupils. Teachers make good use of displays and additional resources to provide clues and pointers for pupils to use in their work.

The achievement of pupils is good

- The school has seen improvements in the attainment and rates of progress pupils make in reading, writing and mathematics over the last two years. In 2014, the attainment of pupils at the end of Year 6 was significantly above national averages in reading and writing. Results in mathematics also showed a sustained improvement since the last inspection.
- The work seen in pupils' workbooks shows pupils are making good progress across the school. The tasks pupils tackle are challenging and extend the skills of the most-able pupils in the school. In 2014, nearly a quarter of Year 6 pupils achieved at the highest level, Level 6, in mathematics. Although the proportion achieving the highest levels was only in line with national averages in writing, the proportion achieving Level 5 was significantly above that seen nationally. The proportion reaching Level 5 in reading was also well above the national average.
- Disabled pupils and those with special educational needs make good progress from their individual starting points across the school. This is due to the effective support they receive in lessons and through targeted and personalised small group work.
- The small proportion of disadvantaged pupils makes good progress across the school through well-targeted support. The school's own information shows they make similar or more often better progress compared with that of other pupils in school. As a result, the gaps in the skills of disadvantaged pupils in writing and their understanding in mathematics are closing. The number of pupils in each year group receiving additional assistance through the pupil premium is low, so comparisons of attainment and progress with national data are difficult and not reliable.
- Pupils enjoy reading. Younger pupils talk enthusiastically about their reading. The pupils who met with the inspectors recognised the importance of reading and said that it 'can help you build stories later' and 'help you move up levels'. Older pupils read a range of genres from science fiction to sports and contemporary children's fiction.
- The achievement of the pupils is not yet outstanding as pupils across the school and ability levels make too many spelling errors in their written work, often words they should be familiar spelling.

The early years provision is good

- Children join the Reception class with skills that are typical for their age. Staff check the progress that children make carefully and this information helps plan the next series of class activities. Children make good progress from their individual starting points. By the end of their Reception year, the proportion achieving a good level of development is high and above the national average. The children are well prepared for the move into Year 1.
- School leaders provide good leadership for the early years team. They check the effectiveness of the teaching in the early years setting through scrutiny of the children's work and in the termly reviews carried out by senior staff from other schools in the federation.
- Phonics teaching is good and children quickly learn the sounds that link to groups of letters. The most able children are able to join pupils in Year 1. This enables them to develop their skills more rapidly so they make faster progress.
- The lessons are exciting and build on the children's interests and ideas. The creative aspects of the work are good. Children's learning that takes place in indoor activities is good. However, the resources in the outdoor space, which is quite bare and uninspiring, do not support learning as well.
- The partnerships with parents are excellent. The school provides opportunities for parents to visit and see their children's work and watch their children learn in the class.

- The children have very positive attitudes to learning. They concentrate on tasks and are able to work without needing the close supervision of an adult. Their behaviour is good. The children are sociable and polite to each other and the adults around them.
- Children feel safe. They know the classroom routines, and if they have a little accident or feel upset they know who they should go to. The setting has a very caring ethos.
- The programme of lessons provides children with many opportunities to learn about the world. For example, a visit from a 'cultural champion' shared an insight into Chinese New Year. The children are currently involved in activities that are linked to the school's 150th anniversary that will be celebrated before the end of term.
- Safeguarding arrangements are in place and staff are fully trained in this area of their work. Staff carry out appropriate risk assessments for activities or visits.

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	113465
Local authority	Devon
Inspection number	462485

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Elizabeth Thompson
Headteacher	Head of School Adrian Clements Executive Headteacher Martin Harding
Date of previous school inspection	11–12 June 2013
Telephone number	01803 557797
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