

# Marton and District CofE Aided Primary School

School Lane, Marton, Macclesfield, Cheshire, SK11 9HD

**Inspection dates** 3–4 June 2015

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Since the previous inspection, the school has not maintained its good overall effectiveness. This reflects in pupils' achievement, which has declined, particularly in writing across the school.
- Although pupils usually make the progress expected of them, too few do better than this in all key stages.
- Teaching is not consistently good. Work is not always set at the right level for pupils' varying abilities. It is too easy for some and too hard for others.
- The strategies that have recently been put into place by the new senior leadership team to improve teaching are not established fully enough in order to make a positive impact on pupils' achievement over time.
- Teachers and middle leaders are not held effectively to account for pupils' progress.
- Plans for school improvement do not show precisely how school leaders and governors will measure improvement in teaching and pupils' achievement.
- The school's work to keep pupils safe and secure requires improvement. While statutory requirements are met and pupils feel safe, there are some administrative shortcomings in some of the health and safety paperwork.
- Governors have not thoroughly questioned leaders about pupils' achievement and the quality of teaching.
- There are not enough opportunities for teachers to observe and learn from effective practice.
- Not all teachers adhere to the school's marking policy. Pupils are not always clear what they need to do to improve their work.
- Pupils do not have enough opportunities to apply their writing and mathematical skills in real-life contexts to deepen their understanding.
- Achievement and teaching in the early years requires improvement.

### The school has the following strengths

- In 2014, standards in reading and English grammar improved to become significantly above the national average at the end of Year 6.
- Behaviour is good. Pupils enjoy coming to school and show good attitudes towards their learning.
- Opportunities for music and sport are notable strengths of the school.
- The curriculum promotes tolerance and respect. Pupils are prepared well for life in modern Britain.

## Information about this inspection

- The inspectors observed teaching and learning in 13 lessons. One lesson observation was carried out jointly with the deputy headteacher.
- The inspectors held meetings with governors and school staff, including senior and middle leaders. Telephone conversations were held with the independent School Improvement Partner and a representative of the local authority.
- The inspectors observed the school's work and looked at documentation including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; the monitoring of teaching and management of teachers' performance; minutes of governing body meetings; and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with others during lessons and at break times. The inspectors listened to pupils read and talked to them about the books they enjoy.
- The inspectors took account of 94 responses to Ofsted's online questionnaire for parents, Parent View, and spoke with parents informally at the end of the school day. The questionnaires completed by six members of staff were also considered.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

Bimla Kumari

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority), is well below the national average.
- All pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is well below the national average.
- The early years provision is full time in the Reception Year and either full time or part time for those in the Nursery.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been some recent changes to staffing within the school. A new senior leadership team was formed in September 2014 when the present deputy headteacher was appointed. The Year 2 teacher returned to school in April 2015. Presently, two teachers work with Year 3 pupils daily for literacy and mathematics.
- The headteacher was absent during the inspection.

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

- Improve the quality of teaching across the whole school, including the early years, to at least good, and so raise standards and accelerate pupils' progress in reading, mathematics and particularly writing, by:
  - providing more opportunities for pupils to apply their writing and mathematical skills in real-life contexts to deepen their understanding
  - embedding the new assessment strategies that are improving teachers' planning so that work is consistently set at the right level for pupils' varying abilities, enabling all groups of pupils to make the best possible progress
  - ensuring that all teachers follow the school's marking policy to help pupils make faster progress
  - increasing the opportunities for teachers to visit and work with practitioners from good and outstanding schools to improve their teaching skills.
- Improve leadership and management, including governance, by:
  - making sure that plans for school improvement show precisely how senior and middle leaders intend to measure improvement in pupils' achievement and in the quality of teaching to enable them to robustly monitor the impact of their actions
  - ensuring governors develop the skills they need to hold leaders to account for pupils' achievement and the quality of teaching
  - increasing the rigour with which teachers and middle leaders are held to account for the progress of the pupils for whom they are responsible
  - ensuring leaders and governors keep fully informed about relevant health and safety information and that the administration of associated paperwork is up to date.

## Inspection judgements

### The leadership and management requires improvement

- The school leaders and governors have not ensured that teaching is consistently good and that the good standards seen at the time of the last inspection have been maintained, particularly in writing, across the school and reading at Key Stage 1. Actions in the school's development plan and subject action plans are not precise enough. There is insufficient focus on robust, measurable targets to ensure continuous and rapid improvement in pupils' achievement and the quality of teaching. Where documents do not contain information about the impact of actions taken, it is difficult to see how successful these have been and what further actions are being taken.
- The new senior management team, well supported by the newly appointed capable deputy headteacher, have implemented initiatives which are beginning to improve the quality of teaching and pupils' progress in reading, writing and mathematics. However, there has been insufficient time for these measures to make a significant difference to pupils' achievement in all year groups. Changes in staff are having a favourable impact on pupils' progress.
- The quality of teaching is currently improving. The deputy headteacher's focus on improving teachers' skills to use daily assessment to improve their planning is starting to pay dividends. Increasingly, work is set at the appropriate level to ensure that groups of pupils of varying abilities achieve well. Even so, there are still inconsistencies across the school while these systems are being embedded.
- School leaders and governors do not have an accurate knowledge of how well the school is doing compared to all schools nationally. However, the school has very precise information about pupils' progress for the autumn and spring term which shows variable progress rates within year groups in reading, writing and mathematics for different groups.
- The quality of teaching is checked by senior and middle leaders. Information from lesson observations and scrutiny of pupils' work contains strengths and areas for development, but lacks detail and rigour. During this inspection, the deputy headteacher accurately identified effective practice and what needed to be improved. Her feedback was thoughtful and well considered.
- Systems for managing teachers' performance are in place but objectives are not linked to challenging and measurable outcomes for either teachers or subject leaders. This slows the pace of improvement of teaching. Staff have the opportunity for professional development, but they have too few opportunities to visit or work with practitioners from good or outstanding schools to improve their teaching skills.
- The school provides pupils with a broad curriculum which has a positive impact on their spiritual, moral, social and cultural development, and prepares them well for life in modern Britain. Discrimination is not tolerated and good relations are fostered. As a result, pupils show tolerance and respect to all pupils and adults.
- The curriculum promotes equality of opportunity for all pupils, whatever their needs, and ensures that they are fully involved in the life of the school. Year 4 pupils enthusiastically and competently played brass instruments, led by a visiting music teacher. An exciting opportunity to play with an orchestra in a concert later in the year is planned.
- All staff have created a positive learning environment for pupils. This results in pupils' good behaviour and willingness to learn across the whole school.
- Overall, the few disadvantaged pupils make similar or better progress compared with other pupils across the school in reading, writing and mathematics. The pupil premium funding is spent effectively. When it is required, disadvantaged pupils are given targeted support which accelerates their progress.
- The primary sport funding is used appropriately to employ specialist coaches to improve teachers' skills and to promote pupils' health and well-being. This has resulted in high quality sports lessons, professional development for staff and the increased enthusiasm of pupils in attending a wide range of sports clubs. However, there is little evidence of the impact of these activities on pupils' skills.
- The local authority's work with the school is effectively supporting the senior leaders to improve pupils' progress this year.
- Safeguarding procedures are in place and statutory requirements are met. However, some health and safety documents require updating or governors' approval.
- Most parents are supportive of many aspects of the school's work and would recommend this school to other parents.
- **The governance of the school:**
  - Following an external review of governance last year, governors now have a clearer understanding of their role and what is required to provide effective governance. An action plan was formulated in order to further improve their effectiveness and this is now being implemented. The newly formed committee

for checking pupils' standards and achievement, along with the links now established with individual governors and particular year groups, is beginning to give governors a greater understanding and more information about pupils' performance and the school's effectiveness. However, governors still do not provide the necessary level of challenge to leaders to hold them to account for pupils' performance and the quality of teaching.

- Governors know about performance management, that staff have targets and that pay awards are reliant on the achievement of these targets. However, they have not checked that teachers' targets are robust and measurable to improve pupils' progress and teachers' performance. This makes it difficult to challenge any underperformance effectively.
- Governors ensure that the school's budget is managed well. They know how funding such as the pupil premium and sports funding is used. However, they are not as fully informed about the impact of the pupil premium funding on disadvantaged pupils' progress.
- Governors ensure that all statutory duties are met in relation to safeguarding. However, they do not ensure that all health and safety documentation is fully up-to-date, signed and dated.
- Governors ensure that the curriculum promotes tolerance and respect and prepares the pupils well for life in modern Britain.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils is good. This includes children in the early years and throughout the school.
- Pupils show an eagerness to learn. They are well motivated, listen carefully and persist with their tasks. They form good working relationships with each other and adults. Pupils usually settle quickly at the start of lessons and are willing and eager to talk about their work.
- Pupils enjoy playtime in the spacious grounds. They play safely and are well supervised. Lunchtime is well organised and pupils carry their food trays sensibly and carefully. They enjoy eating their healthy dinners.
- Pupils are polite and well-mannered around the school. They are aware of the school rules and say that rewards and sanctions are fair. Pupils are proud of their school.
- Attendance is improving and is above the national average. There have been no recent permanent exclusions.
- Pupils are quite clear that discriminatory behaviour or language is not allowed. They have a good understanding of tolerance and respect for everyone.

### Safety

- The school's work to keep pupils safe and secure requires improvement. All relevant policies and procedures for ensuring pupils' health, safety and well-being are in place. However, school leaders and governors have not ensured that review dates are set and documents are signed. Leaders and governors are not always fully aware of the most up-to-date safety information. Appropriate risk assessments are in place and all staff are subject to the relevant safeguarding checks.
- Pupils say they feel safe and are happy in school. They are supervised well at all times and know that they can talk to an adult should they have any problems.
- Pupils are clear what constitutes bullying, including cyber-bullying. They say bullying is rare and school records confirm this. They are aware of how to keep safe on the internet.
- The school provides a secure and caring learning environment. At the end of the school day, pupils are well organised and escorted safely by staff to their school bus. Staff and parents agree that children are happy and well looked after.

## The quality of teaching

## requires improvement

- Evidence from lesson observations, pupils' work in books and the school's own records of data show that teaching over time is not consistently good across the whole school. This is the case in reading, writing and mathematics. However, evidence shows that pupils' progress and the quality of teaching have improved throughout the year. The recent changes in staffing, such as in Year 2 and Year 3, are helping to improve teaching.
- The new arrangements to assess what pupils already know and can do are helping teachers to plan lessons that are at a more appropriate level of challenge for different groups of pupils. However,

sometimes activities are still not pitched at the right level. Some pupils find their work too easy, while others find it too difficult. This reduces pupils' concentration and slows their progress.

- There are positive relationships between pupils and adults. As a result, pupils are eager to learn and try their best. Pupils eagerly discuss their tasks and support each other well.
- Teachers usually have good subject knowledge and use questioning well to extend pupils' learning. They have high expectations of pupils' behaviour and pace of work. Some challenge all groups of pupils in their class, ensuring these pupils make good progress. However, evidence from the amount and standard of work in pupils' books shows this good practice is not consistent across the school in all subjects.
- English grammar and reading are usually taught well in Key Stage 2. Year 6 pupils talked enthusiastically about reading in groups alongside adults and are proud of their related written tasks. These are of a high standard and pupils record their work in a variety of interesting ways. Current Year 2 pupils read with increasing fluency and enthusiasm. The younger pupils use their knowledge of phonics (letters and the sounds they represent) to support their reading and spelling.
- The teaching of writing is not consistently good across the school for all groups of pupils. During the inspection, Year 4 pupils enjoyed their tasks and worked to a high standard when using emotive language, similes, metaphors and personification. However, work in pupils' books and the results of tests and teachers' assessments in previous years show this high standard is not always the case across the school. Pupils are not given enough opportunities to write in real-life contexts to improve their writing skills further.
- The quality of mathematics teaching varies across the school and requires improvement. During this inspection, Year 6 pupils were highly motivated to discuss and make nets for common and complex shapes using the correct mathematical vocabulary. However, pupils have few opportunities to solve problems related to real-life scenarios to deepen their understanding of mathematical concepts.
- Teaching assistants contribute well to pupils' learning. Support for the few disadvantaged pupils, disabled pupils and those who have special educational needs enables them to make similar progress to, and sometimes better progress than, other pupils.
- Teachers regularly mark pupils' work and use praise to encourage them. Some teachers do not follow the school's marking policy. Although there is good practice in some year groups, marking does not always ensure pupils are clear about what they need to do to improve. When comments tell pupils what they need to do, teachers do not always ensure that pupils follow their advice. Consequently, pupils' learning moves forward at a steady rather than good rate.
- The specialist sport coaches and school staff provide various sporting opportunities, including cricket, rounders, athletics and multi-skills. Peripatetic music teachers enable pupils to learn to play the piano, guitar, cello, trumpet or the trombone.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress is not consistently good across the school in reading, writing and mathematics. Standards have declined over time, particularly in writing across the school and in reading at Key Stage 1.
- The results for the Year 1 phonics screening check show a varying trend. In 2014, the proportion of pupils who met the expected standard was just above the national average. Although the proportion of current Year 1 pupils working at the expected standard is lower than in 2014, they have made expected progress from their lower starting points at the end of the Reception Year.
- Published data from teacher assessments at the end of Year 2 shows that standards in reading and writing have declined over time. In 2014, standards in reading were below average and in writing they were significantly below average. Standards in mathematics were average. Not enough pupils reached the higher Level 3 in reading, writing and mathematics. Inspection evidence shows pupils currently in Year 2 are making at least the progress expected of them and, since the return of the Year 2 teacher, pupils' progress is accelerating. More pupils are now working at the higher levels of attainment.
- Overall, standards at the end of Year 6 have varied since the previous inspection. Standards reported in 2014 were an improvement on those in 2013. In 2014, standards in mathematics were above the national average and standards in reading were significantly above the national average, as were standards in English grammar, punctuation and spelling. However, standards in writing have not improved and have been below average for the past two years. Inspection evidence shows that more pupils currently in Year 6 are working at the expected levels of attainment in writing than last year.
- In 2014, an above average proportion of Year 6 pupils made the expected rate of progress in reading. In mathematics, this proportion was similar to the proportion nationally. However, fewer made the expected

progress in writing. Not enough pupils made more than the progress expected of them in reading, writing and mathematics. Work in pupils' books shows that current Year 6 pupils are now making good or better progress in reading, writing and mathematics.

- The achievement of the most able pupils overall requires improvement. Results for the most able Year 6 pupils vary too much across subjects. In 2014, too few pupils reached the highest levels in writing, so that the school's results were significantly below national averages. However, in contrast, results for reading and mathematics were above the national figures for this group of pupils, with standards in reading significantly above. Lesson observations and work scrutiny show that the most able pupils are now being challenged and are making faster progress.
- Disabled pupils and those who have special educational needs make at least the progress expected of them. These pupils receive targeted support to meet their various needs.
- There are too few disadvantaged pupils in the school to make comparisons of their attainment with other pupils in the school or nationally. However, their progress is similar to, or in some cases better than, other pupils in the school. Where there is underachievement, support is provided to address this.
- Careful scrutiny of the school's own assessment information indicates that pupils across the school are beginning to make faster progress. However, there is still too much variation in the rate of progress made by different groups of pupils in different year groups in different subjects.

### The early years provision

### requires improvement

- The majority of children usually start in the Nursery with skills and knowledge that are typical for their age. They make at least the progress expected of them from their various starting points but too few do better than this. Even so, the proportion of children who are working at a good level of development currently in the Reception Year is higher than reported in 2014. Children are increasingly well prepared for entry into Year 1.
- The quality of teaching requires improvement because of the large gap between the girls and boys achievement last year. However, stimulating topics have improved the boys' attitudes to learning this year so that the gap is beginning to close between the boys and girls. Children's improved achievement reflects improvement to provision.
- Stimulating indoor and outdoor environments provide children with interesting activities throughout the day and support their learning in all areas well. Many current activities relate to the theme *All creatures great and small* and make learning enjoyable. Children make clay snakes and compare their sizes using cubes. They sort mini-beast pictures into groups with legs or no legs, complete finger paintings of wiggly worms and look for mini-beasts in the outside area. The children work and play well together and their behaviour is good.
- Nursery staff focus on developing the children's speaking and listening skills, such as when on a walk to the outside classroom. Children named the daisies and dandelions while recognising and discussing their colours.
- Accurate assessment of children's progress in the various areas of their development is carefully recorded electronically and in booklets, known as learning journeys. Further evidence for assessment is gained from parents sharing information about their children's activities, interests and learning at home.
- The early years leader ensures that welfare and safety regulations are met. Children readily follow routines in a safe and caring environment. Revisions to provision to better promote the achievement of boys so that they are more motivated to learn are starting to pay dividends. Leadership is well-informed and increasingly effective because leaders know what aspects of provision work well and what need to improve further. The early years action plan pinpoints the correct priorities. However, the targets set out in these to measure improvements in teaching and children's achievement lack precision.

## 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>	111329
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	461918

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Furness
<b>Headteacher</b>	Nevin Deakin
<b>Date of previous school inspection</b>	18 October 2011
<b>Telephone number</b>	01260 224482
<b>Fax number</b>	01260 224629
<b>Email address</b>	admin@marton.cheshire.sch.uk

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