

Martinshaw Primary School

Forest View, Groby, Leicester LE6 0BB

Inspection dates

13–14 January 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Good leadership has effectively improved the quality of teaching and outcomes for pupils since the previous inspection, and they are now good.
- Leaders use good systems effectively to check how well each pupil is doing and to provide extra help where it is needed.
- Pupils behave well. They say that they feel safe in school because the school has high regard for their welfare and care.
- Teaching is good. Teachers give pupils work that is interesting and which inspires them to learn. Staff create positive relationships and provide a good level of support.
- The curriculum promotes pupils' personal development and their spiritual, moral, social and cultural understanding well.
- Good use is made of partnerships to develop teachers' skills and to widen the range of activities for pupils.
- Pupils make good progress in reading, writing and mathematics.
- Children in the early years make good progress because teaching is good.

It is not yet an outstanding school because

- The most-able pupils do not always reach their full potential in writing.
- There are not enough opportunities for pupils to carry out mathematical investigations or to learn how to estimate.
- Guidance that teachers give to pupils is not always subject specific enough.
- Leaders do not make sure that all staff know how well they are doing or how to improve.
- Some subject leaders do not know about the quality of teaching in their subjects.

Full report

What does the school need to do to improve further?

- Improve outcomes further for all pupils by making sure that teachers:
 - have consistently high expectations of what the most-able pupils should achieve in writing
 - provide more opportunities for pupils to carry out mathematical investigations and to develop their skills in estimating
 - help pupils to understand more fully how to improve their skills in subjects other than writing and mathematics.
- Strengthen leadership and management, by:
 - establishing more ways to help all staff to understand how well they are doing
 - making sure that all subject leaders check the quality of teaching in their subjects.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, leaders, including governors, have tackled weaknesses and have identified clear priorities to move the school forward quickly. They set relevant targets and have high expectations of staff and pupil performance. They create an ethos of high aspiration and mutual support where good teaching and good behaviour flourish.
- Central to the school's success is the drive and ambition of the headteacher. He has established systematic ways to check pupils' progress frequently and to ensure the accuracy of assessments. Performance information and the pupil premium funding are used well to provide extra support for those pupils who need it. As a result, outcomes for pupils, including the disadvantaged, are good.
- The headteacher, ably supported by senior leaders, insists on a consistent approach to teaching and the implementation of the school's marking policy. Leaders have introduced new approaches to the teaching of literacy, mathematics and information and communication technology (ICT). They have established a whole-school approach to the teaching of handwriting and make sure that pupils write widely in a range of subjects. Consequently, pupils' attainment in these subjects is rising.
- Leaders, including those responsible for English and mathematics, carry out regular reviews of the quality of teaching and give good guidance to teachers who are new to the school. However, not all subject leaders have an overview of the quality of teaching in their subjects.
- Leaders make good use of expertise within the school and from outside, including the effective support offered by the local authority, to help teachers to do their jobs well. Targets set for teachers to work towards are linked well to the school's priorities and leaders provide regular feedback. However, the school does not yet extend these systems to all staff so that they know how well they are doing and how to improve.
- The curriculum is well balanced and interesting. It is organised well to allow pupils of all abilities, including disabled pupils and those who have special educational needs, equal access to a full range of activities and equal opportunity to succeed. The content of the curriculum is checked frequently to make sure it promotes learning and aids pupils' spiritual, moral, social and cultural development effectively.
- A good range of trips and extra-curricular activities, often in partnership with the local community and other schools, widens pupils' experiences and allows talents to flourish. For example, work with a national bank helps pupils to develop enterprise skills and an understanding of financial systems. The primary sports funding effectively provides outside expertise to increase pupils' skills and to improve the teaching of physical education lessons.
- By the time they reach the end of Year 6, pupils are responsible members of the school community. They are well prepared for life in modern Britain because the school teaches the importance of values and an understanding of and tolerance towards others, including those from different backgrounds and faiths. Pupils learn about key British institutions, traditions and important people from past and present eras.

■ The governance of the school

- Governance is effective and has improved markedly since the previous inspection. Governors have re-organised their working practices and honed their skills in holding the school to account. They make good use of relevant training, including that offered by the local authority.
 - Governors know the school's strengths and areas for improvement. They keep themselves updated on how well the school is doing through first-hand evidence and visits. They check performance information, including that for disadvantaged pupils, and ask relevant questions about pupils' progress.
 - Governors are supportive of the headteacher and staff and have improved lines of communication, including with parents. They know about the quality of teaching and how good teaching leads to good outcomes for pupils. Governors know how the curriculum is assessed and how it promotes key British values.
- The arrangements for safeguarding are effective. Staff receive the training they need to keep pupils safe and vetting procedures are thorough. Effective systems are used well to record any concerns that may arise and to involve parents in supporting pupils. Leaders, including governors, carry out regular checks to minimise any potential risk.

Quality of teaching, learning and assessment is good

- Teachers, including in the early years, provide tasks that interest pupils and encourage them to do their best. Teachers expect good behaviour and well-presented work. They model the values of respect and tolerance and help pupils to see fairness. They praise pupils' efforts and help them to be proud of their work.
- Teachers often link learning to real life to promote pupils' understanding. For example, during the inspection, pupils in Year 4 made good progress in working with negative numbers by using them to check temperatures on a thermometer.
- Teaching assistants work with pupils of all abilities, including disabled pupils and those who have special educational needs. They provide the right level of help during lessons and the teaching of reading and phonics (the sounds that letters represent) to enable pupils to learn successfully, with positive effect on their academic and personal development.
- Teachers link learning across subjects well to help pupils to make sense of their learning. For example, pupils' writing in Year 2 was inspired by the story *Dolphin boy* with a visit to a sea-life centre as a follow-up. This captured pupils' imaginations and they produced descriptive pieces of writing.
- Further links are made with art, science and ICT and there are plenty of opportunities for pupils to write in subjects other than during English lessons. In mathematics, pupils' calculations are often linked to problem solving tasks. However, mathematical investigations across the curriculum are not so frequent and pupils do not always know how to estimate whether their answers are likely to be correct.
- Generally, teachers match work well to the range of ability in the class and make sure that those in need of extra help are well supported. This means that the work is neither too hard nor too easy and pupils make good progress.
- In mathematics, the most-able pupils often receive more challenging work which they say they enjoy although, sometimes in writing, not enough is expected of them in order for them to build on what they already know.
- Teachers ask relevant questions to check that pupils understand. They modify their teaching adeptly to clear up any misconceptions. They give good guidance so that pupils know how well they are doing and how to improve. However, this guidance is strongest in English and mathematics. It is not yet sufficiently developed to help pupils to extend their skills in other subjects such as science, history and geography.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school provides good support to help pupils to address and overcome any emotional and social difficulties, which builds confidence and improves well-being.
- Pupils spoken to during the inspection talked very positively about their roles and responsibilities, including participating in the school council. They said they like applying for various small jobs around school and helping to run reading sessions such as the 'Jackanory club' for younger pupils. They show a good understanding of fairness and taking turns.
- Pupils take care with their work because they know what their teachers expect. They recognise how adults help them to improve and they strive to achieve the school's awards for the most improved reader, writer or mathematician. Pupils say they enjoy their learning and talk with enthusiasm about topics such as learning about space and their involvement in sports activities.
- Pupils say they feel safe in school and know who to talk to if they have a problem. The curriculum addresses e-safety and anti-bullying effectively and pupils know about the different forms of bullying, including when using technology. Pupils develop a good understanding of how to keep themselves safe and how to evaluate potential risks.

Behaviour

- The behaviour of pupils is good. They settle quickly and listen attentively during lessons. Pupils' good behaviour and positive attitudes to learning help them to make good progress. They maintain the same

good levels of behaviour with a range of adults, including when they attend the well-run breakfast club which provides a positive start to the school day.

- Pupils show tolerance towards those who find it difficult to behave well. Staff deal calmly with any incidents and the school's records show that these pupils make steady improvement over time.
- Attendance is above average and few pupils stay away from school frequently or for prolonged periods. The school's systems are effective in checking the reasons for absences.

Outcomes for pupils

are good

- The good start children make in the Reception class is now being built on strongly as pupils move through the school and progress is good.
- By the end of Year 6 in 2015, pupils did not make enough good progress to reach the standards expected for their age in mathematics and English grammar, punctuation and spelling. This is because they experienced a period of underachievement during their time in Key Stage 2 which affected the amount of progress they made. The school's performance information shows that these pupils made good progress during their time in Year 6 but it was not enough to catch up.
- Work in books and the school's performance information shows that the pupils who are currently in Year 6 are making rapid gains and attainment is rising. For example, the purchase of new resources means that boys are inspired to read and any previous gaps in attainment between boys and girls are closing. Pupils in Year 6 are better prepared for their move to secondary school than previous Year 6 pupils.
- The most recent attainment information shows that by the end of Year 2 and Year 6 the proportion of the most-able pupils who reached the higher levels was below average. This is due to them making uneven rates of progress during their time in Key Stage 1 and in Key Stage 2. The achievement of these pupils is one of the school's key priorities and the most-able pupils are now making good progress, especially in mathematics. Work in books shows that they write well although there is room for even more rapid development of their writing skills.
- Disabled pupils and those who have special educational needs make good progress. Leaders make sure that these pupils receive the right level of support in lessons and when they work in small groups. Adults help them to understand their learning and give them the confidence to 'have a go'. Good arrangements prepare these pupils well for their move to secondary school.
- By the end of Year 6 in 2015, disadvantaged pupils attained as well as their classmates in mathematics although they were two terms behind other pupils nationally. In reading, they were over a term ahead of their classmates and in line with others nationally; in English grammar, punctuation and spelling nearly two terms ahead of their peers but two terms behind others nationally. In writing they were on a par with their classmates and other pupils nationally. All of the disadvantaged pupils made the expected progress in reading, writing and mathematics to do better than others nationally. These good outcomes are as a result of well-targeted support for these pupils who continue to make good progress.

Early years provision

is good

- Children start in the Reception class with skills that are broadly typical for their age although there is variation from year to year across the areas of learning. Because staff thoroughly check children's skills when they start school, weaker areas are recognised quickly. Staff match activities well to the range of ability in the class. As a result, children make good progress and are well prepared for their learning in Year 1.
- Children achieve well because teaching is good. Staff imaginatively provide tasks that children like and get on with readily. For example, during the inspection, 'Magic Maths' provided a fun way for children to practise counting on and work on simple money problems. Activities, indoors and outside, encourage children to be creative and find out for themselves. Teachers re-cap and build effectively on what children already know and can do.
- Staff have due regard for children's welfare and expect good behaviour. As a result, children respond well and behave safely. They listen to adults, follow instructions and choose what they will do. They get on well together and share resources. They show independence and good social skills by the time they move to Year 1.
- Good leadership encourages teamwork among staff and the regular checking of children's progress.

Evidence of children's work is collated well in 'Learning Journeys' which provide an overview of children's achievement. There are good arrangements for when children start in the Reception class and effective links with parents.

- Because numbers of disadvantaged children are small it is not possible to comment on how well additional funding is used to narrow the gap between these children and their peers.

School details

Unique reference number	119925
Local authority	Leicestershire
Inspection number	10001835

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Iain Darker
Headteacher	Neil Elson
Telephone number	0116 2876749
Website	www.martinshaw.leics.sch.uk
Email address	manager@martinshaw.leics.sch.uk
Date of previous inspection	5–6 December 2013

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White heritage.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium funding is received for pupils who are, or who have been, eligible for free school meals, or who are looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years provision comprises a Reception class which children attend full time.
- The school runs a daily breakfast club which is managed by the governing body.
- There is privately-run after-school care which is subject to separate inspection as it is not run by the school's governing body.
- The school has experienced some changes in staff since the previous inspection.

Information about this inspection

- The inspectors observed 12 lessons, two of which were observed jointly with the headteacher, and two assemblies. An inspector also observed the teaching of small groups of pupils. In all, 10 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all classes, spoke to pupils about their work during lessons and listened to pupils read. An inspector observed after-school activities and visited the breakfast club.
- The inspectors held meetings with pupils, governors, leaders and staff. An inspector spoke to a representative of the local authority.
- The inspectors analysed 57 responses to Ofsted's online questionnaire, Parent View. They also took into account responses to a questionnaire conducted by the school and spoke to parents during the inspection.
- The inspectors analysed 21 responses to the questionnaire completed by school staff and 16 responses to the pupils' survey.
- The inspectors observed the school's work. They looked at progress and attendance information, school improvement planning, evidence of the monitoring of teaching and documentation relating to safeguarding.

Inspection team

Vivienne McTiffen, lead inspector

Ofsted Inspector

Dorothy Martin

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

