

Marshlands Primary School

Hall Road, Old Goole, Goole, East Riding of Yorkshire, DN14 5UE

Inspection dates	18–19 May 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

- Progress and the attainment of pupils currently in the school have improved well since the last inspection.
- Pupils from different groups make good progress in reading, writing and mathematics, including disadvantaged pupils and those who have special educational needs or disability.
- Teaching is good. Teachers check pupils' work effectively and usually plan activities which meet their needs closely.
- Teachers also question pupils well, which keeps learners engaged and again offers teachers the chance to see how well pupils understand their work.
- Behaviour is good. Pupils understand and value the clear routines that are in place, which means that they conduct themselves well and do not waste learning time.
- Pupils' attitudes to learning are also good and have helped them to make better progress and reach higher standards of attainment.
- Leaders have worked well to support improvements in teaching through effective training which responds well to teachers' needs and interests. This has had a good impact on pupils' achievement and has ensured that pupils are making good progress during their time in school.
- Governors have responded well to the areas for improvement outlined in a review of their work and have successfully worked with the headteacher and the local authority, as well as the support school, to ensure that teaching and outcomes have improved.
- Early years provision is good. Children make good progress and both the leadership and teaching have supported much better outcomes for the youngest learners in school.

It is not yet an outstanding school because

- At times, chances are missed to ensure that the most able pupils are given more challenging tasks which move their learning on rapidly. This is sometimes seen specifically where teachers offer pupils advice after marking their books.
- Attendance of pupils is not yet good and more work is required to engage parents to support the school to improve this area.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching across all key stages so that more is consistently outstanding by:
 - ensuring that all teachers offer pupils, including the most able, clear next steps to improve their learning and their work
 - making certain that the most able pupils are given more challenging tasks that rapidly move their learning on so that more reach the highest standards in reading, writing and mathematics.

- Ensure that leaders specifically work with parents to improve attendance.

Inspection judgements

Effectiveness of leadership and management are good

- The headteacher has worked well with her new leadership team to ensure that the focus on teaching is central to all that happens in school. As a result, teachers are now teaching well and have a very clear understanding of the need to quickly raise the standards of pupils' reading, writing and mathematics. This has resulted in good outcomes for pupils across the school.
- Teaching is monitored regularly and this has led to effective training for teachers which supports their development well, including improving their classroom practice. Leaders and staff across the school are ambitious for the pupils and set high expectations. This has led to strong behaviour and good attitudes to learning, which have supported much better progress by pupils. Monitoring has also ensured that where teaching is effective, these practitioners support other teachers to create a much more consistent standard across the school.
- The appraisal system ensures that teachers are accountable for the outcomes of their class, as well as the areas which they lead. Targets are clear for staff; they say that these targets take into consideration strengths as well as giving them the chance to develop further.
- There is now a better equality of provision in school as most different groups of pupils achieve well, including those who are disadvantaged and those who have special educational needs or disability. The challenge of activities set for the most able pupils is not always as strong as it is for other groups, however, which means that sometimes these pupils' progress is not as rapid as others.
- Assessment systems have been well thought out so that there is a clear understanding by all staff, as well as governors, of how to use this information to track pupils' achievement and, in particular, to identify any underachievement in a timely manner. Pupils are then given suitable support to make the necessary improvements. The use of this tracking supports different groups to make good progress over time.
- The funding which the school receives for disadvantaged pupils has been used well. In addition to the regular opportunities for these pupils to receive extra support in their learning, they are also provided with opportunities to go on special trips and to take part in special events to enrich their learning experiences. The focus on these pupils' learning combined with providing a wider curriculum has led to much better progress and these pupils now often outperform their peers in school.
- The provision for pupils with special educational needs or disability is of good quality. These pupils' needs are carefully monitored and considered and teachers use the information from these checks to ensure that their teaching meets pupils' needs. Good leadership has ensured that training and support programmes have been provided for teachers to make sure that a bespoke package of support and care is provided for each pupil. Consequently, these pupils are now making good progress.
- The school has developed effective links with parents since the last inspection and there are very regular opportunities for parents to be in school and involved in their children's learning. This has led to parents holding very positive views of the school, in particular the way it is led and the way their children are progressing. However, the work the school has done so far to engage parents to support better attendance has not yet been fully effective and pupils' attendance remains below average.
- Since the last inspection, the school leaders have created a curriculum of their own, which takes into consideration the pupils' needs and interests. The themes studied each term provide a backdrop to all learning and enrichment activities and ensure that the key skills of reading, writing, mathematics, oral communication and technology are regularly reinforced. This has supported better outcomes for pupils and improved pupils' confidence in and their enjoyment of their learning. Pupils report that they feel that learning is real to them now. For example, within each theme pupils create products which relate to that theme and sell them at enterprise events at the end of a half term. The money raised is collected over the year and each class votes on how to use that money. For example, one class decided to use the money to buy ingredients to make pizzas, which they made from scratch and which they then enjoyed in a class lunch.
- The school has a clear set of values and aims which underpins the philosophy of the school. These values are fully aligned with the values of modern Britain, including encouraging pupils to care for the world and to see themselves as global citizens. Leaders also reach out to the community and the school acts as a centre for that community to enrich the lives not only of the pupils but of their families as well. The curriculum and the special events in which parents and pupils engage all demonstrate the school's adherence to their aims and values and these support the pupils to be well prepared for life in modern Britain.

- The additional physical education and sports funding for primary schools is used to good effect. There are lots of sporting activities in which pupils participate, which include the use of equipment at breaktime and lunchtime, as well as the competitions in which they are involved.
- The school works closely with a support school, which has been highly involved in all aspects of school life, including supporting and training teachers to improve their practice. This support has contributed to improved outcomes for pupils and the way in which leaders are fully focused on ensuring that pupils are well taught and well engaged by the curriculum. The support for leaders, in particular, has meant that the headteacher and her team are now able to move the school on independently, although both schools agree continued collaboration as partners will only serve to further improve the provision of both schools.
- **The governance of the school**
 - Governors undertook a review of their work after the last inspection. This has helped governors to understand their roles and ensure that they know what information they should have and how to challenge using the information they receive. Their understanding of leaders' work to monitor the quality of teaching and its impact on outcomes has developed further, which has supported improvements in these areas.
 - Governors are regularly in school and are well known to the pupils, who see them in their classrooms and in assemblies. Parents also report that they feel well informed by governors and that they represent the parents' voice in the school as much as the leaders in school do.
 - Governors understand the system for assessing pupils' progress, which allows them to question the information and check its accuracy. They also understand the appraisal system and how the targets set must take account of pupils' progress. Governors ensure that decisions on pay are properly and fairly linked to teachers' performance.
- The arrangements for safeguarding are effective. The school ensures that there are clear protocols in place which are followed to ensure that pupils are safe. In addition, the school works closely with pupils and families to make certain that they know how to keep safe and how to report any concerns. As necessary, the school works effectively with external agencies.

Quality of teaching, learning and assessment are good

- The good teaching now apparent in school has led to improvements in the standards of reading, writing and mathematics achieved across all key stages and to the good progress pupils make over time. This is seen in the pupils' books, as well as in the monitoring of teaching by leaders.
- Teachers check pupils' understanding regularly through marking pupils' work and through the questioning and checking of pupils' learning in lessons. The information from these checks is then used to plan activities which usually meet pupils' needs well.
- At times, the work provided for some of most able pupils is not challenging enough. Teachers use the school's policy around marking pupils' work and giving pupils feedback. However, the feedback for the most able pupils does not always take full advantage of their abilities and make certain that these pupils are pushed further to ensure that they move on rapidly.
- Teaching assistants are well trained and know what they have to do to support pupils in lessons and to deliver certain support programmes. Often, these adults work with pupils who need extra support or help to catch up with work that has been missed. These adults also work closely with teachers and leaders of the special educational needs provision, which helps them to support pupils and to take the initiative to ensure that the needs of pupils are met closely. Like teachers, teaching assistants question pupils skilfully and reshape questions and task when they see pupils need this.
- Teachers plan activities which engage pupils. They use the new curriculum plan to ensure that pupils have the chance to learn in a creative environment where all the key skills are regularly reinforced. This means that pupils are hard-working and enjoy their learning, which supports good progress.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are happy in school and report that they always feel safe. Parents agree that their children are safe and happy. They say that the school works effectively to ensure that their children are well cared for because the adults

know the pupils well. All stakeholders, including staff, parents and pupils, agree that the school is at the centre of the community. Staff support families effectively and ensure that parents feel confident to come into school so that they can understand what their children do in school on a daily basis.

- The school makes every effort to work with pupils and their families where difficulties arise and use external agencies effectively where this is necessary.
- Behaviour and bullying records show that there are few serious behaviour incidents and that bullying is rare. Where such issues do arise, the school deals with them well so that bullying does not persist. When pupils have difficulties in managing their behaviour, the school supports them to improve. The nurturing atmosphere in the school, including specific support for some pupils with behavioural difficulties, has ensured that there are far fewer behaviour incidents than in the past, including fewer exclusions of pupils.
- Pupils know what constitutes bullying and know the difference between being bullied and falling out with a friend. Pupils say that they are given help by adults if they are upset and that adults help them to overcome quarrels and have nice friendships in school. Pupils and parents report that where fallings-out occur at home, these are also often resolved with the help of the school. Such issues are also discussed in school and class assemblies, where the school's values and aims are regularly revisited and discussed.
- Special events such as 'anti-bullying week', 'road safety week' and e-safety training also ensure that pupils understand how to keep themselves safe outside of school, such as when they are using the internet, and what to do if they are concerned.
- A large proportion of pupils choose to have a school dinner because they say it is nice. There are also breakfast clubs, which pupils enjoy. There is a healthy variety of food available and at times parents are invited to have their lunch with the children. They also agree that the food is healthy and tasty. This aspect of school life, as well as work in lessons and the offer of a choice of sporting activities, ensures that pupils have a strong understanding of the importance of keeping themselves fit and healthy.

Behaviour

- The behaviour of pupils is good. They conduct themselves well and are polite to one another. In lessons, the sensible conduct of pupils means there is no time wasted and around the school it has led to fewer behavioural incidents.
- Pupils' attendance is not always regular enough and while there has been a focus on this area of provision, it has not led to a consistent improvement in attendance, which remains below average. However, the number of pupils who are absent on a very regular basis has reduced.
- There are few serious behaviour issues and this has been helped by the clear expectations of staff, the specialist support of pupils with behaviour needs and the rewards systems now in place. Pupils recognise that doing their best not only leads to special rewards, it also helps them to make good progress and improve their learning.
- Pupils are enthusiastic about their work, as is seen in lessons and in the way they always respond to feedback given by teachers. This is having a good impact on their progress over time.

Outcomes for pupils

are good

- Outcomes of pupils have improved well since the last inspection. This means they now make good progress in reading, writing and mathematics in all year groups. This is due to improved and now consistently good teaching. It also means more and more pupils are reaching the expected standard for their age in these areas. A further increasing proportion are exceeding this standard. As a result, pupils are now much better prepared for their next stage of learning, including those who are currently in Year 6, who go to secondary school in September. The school was last inspected in February 2014, since when attainment has increased at the end of key stage 1, significantly in 2015, where attainment rose much faster than seen nationally and is now just above average.
- Progress is good for different groups of pupils, which means that attainment gaps have also closed, including the gaps between disadvantaged and non-disadvantaged pupils in school. Indeed, in most year groups, disadvantaged pupils make the best progress. However, some of the most able groups in certain classes or in different subject areas do not always make good progress in line with other groups. This is because work is not always challenging enough.
- The proportion of pupils in Year 1 who reach the expected standard in the national check in phonics (letters and the sounds that they make) has improved. Historically this has not been a strength in the school. However, the implementation of new systems, which teachers and other adults use well, means that the numbers of pupils reaching this standard has increased and are now in line with the national

average. Pupils have regular opportunities to read and this has been a focus to help improve pupils' ability to read and also to develop a real passion for reading.

- The new assessment system provides teachers with information on a regular basis to check that pupils are making good progress and improving their standards in reading, writing and mathematics. Equally, the system allows teachers and leaders to identify underachievement early, so that support can be put in place to help these pupils reinforce their learning and go on to make better progress.
- Pupils who have special educational needs or disability make good progress, which represents an improvement since the last inspection. Good leadership of this area and effective training of teachers and other adults ensure that these pupils' needs are clearly understood and learning activities are provided that meet these needs well. Teachers and other adults also lead intervention programmes which help to move pupils' learning on rapidly.

Early years provision

is good

- Children in Nursery and Reception make good progress from their starting points. Children generally arrive with levels of development which are below what is typical for their age. The quality of teaching ensures that children make rapid progress once they are in the early years provision and an increasing proportion of children reach a good level of development by the time they leave Reception. This means that the majority of children arrive in Year 1 ready for the learning.
- Leadership of the provision has improved since the last inspection and is now good. Leaders have a clear understanding of children's needs as they enter the Nursery, thanks to close links made with the families and the other pre-school settings in the areas. This work has helped leaders and teachers in the school to plan for individual children's needs. Equally, the work of leaders and teachers in these areas means that teaching is responsive to children's needs. Activities are planned to reinforce children's key skills as well as to fill in gaps where children's development is below what is typical.
- Activities are also very varied and as well as ensuring that children have the regular chances to read, write and learn about mathematics, they also have regular opportunities to be physically active, to solve problems, to develop their musical skills and to talk regularly with other children and adults. At the centre of all the provision is a strong emphasis on children's personal, social and emotional development. This ensures that children learn how to work in groups, to share, take turns and be confident in their learning. In addition, there is attention on children's oral skills and their ability to communicate clearly.
- The use of the assessment information helps leaders and other adults to identify where children may be doing particularly well or where there are areas of development. The clarity of this system ensures that activities are set up to meet children's needs and that the direct teaching of children also supports them well.
- Children behave well because there are clear routines which they know from the start of their time in the early years. These routines make sure that children settle quickly and parents report that this is a real strength of the school. Parents are also encouraged to stay in the school at the start of the day to support their child, if necessary, but also to see what their child is doing and what activities they particularly enjoy.
- Children's good conduct also comes from their enjoyment of the learning and the high expectations adults have of them. In turn, this helps the children to make good progress. This is the case for different groups of pupils, including those children who have special educational needs or disability, or who are disadvantaged, which again demonstrates the effective use of funding for these pupils.

School details

Unique reference number	117937
Local authority	East Riding of Yorkshire
Inspection number	10011992

This inspection 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	253
Appropriate authority	local authority
Chair	Mr M Sargeantson
Headteacher/Principal/Teacher in charge	Mrs S Tang
Telephone number	01405 765094
Website	www.marshlandsprimaryschool.co.uk
Email address	marshlands.primary@eastriding.gov.uk
Date of previous inspection	26–27 February 2014

Information about this school

- This is an average-sized primary school.
- The majority of pupils are White British.
- A lower than average proportion of pupils speak English as an additional language.
- A higher than average proportion of pupils are disadvantaged. These pupils are supported through the pupil premium funding, which is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is above average.
- Children enter the school in Nursery on a part-time basis and then move into the Reception class on a full-time basis.
- The school is supported by a local primary school called Highlands Primary School, which is a National Support School led by a national leader of education.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6 in 2015.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed a range of learning.
- Inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with groups of pupils from key stages 1 and 2. They observed pupils in an assembly and at lunchtime as well.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- Inspectors observed the school's work and considered pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' attendance data. They also looked at information about pupils' progress and attainment.
- Inspectors considered 25 parental responses to the online questionnaire, Parent View. They also spoke with parents as they brought their children to school during the inspection and at the lunch, which parents had been invited to by the school prior to the inspection being announced.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

Sue Birch

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