

Inspection of Martongate Primary School

Martongate, Bridlington YO16 6YD

Inspection dates: 2–3 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Leaders and teachers provide a safe environment where pupils are happy. Pupils like the new behaviour system. It is clear and easy to understand. Most pupils behave well and follow the school rules carefully. Occasionally, a few pupils misbehave or lose interest in lessons. Pupils are learning that this is not acceptable. They feel sure that the staff treat them fairly. The school is calm and orderly. There is a caring feel and children and staff get along well together.

Pupils are keen to attend school. There is plenty to do at breaktimes and lunchtimes. Pupils enjoy sporting activities, including the gymnastics club. They like working to earn sports awards and reward points. As one pupil put it, 'We appreciate all the lovely staff and we are respectful to everyone and everything.'

Pupils look forward to learning new topics. They are especially keen when this involves a trip or visitor. Teachers have not always taught all subjects other than mathematics and English. Leaders are aware of this and have an ambitious plan to make sure pupils learn more about other subjects.

Parents and carers are happy with the communication from school. Some parents say that staff offer 'excellent support' for their children's needs.

What does the school do well and what does it need to do better?

Children get off to a great start in Reception. Phonics teaching is well structured, which helps pupils learn to read. Pupils learn initial letter sounds well. They learn to love reading in Reception and key stage 1. Pupils in Year 1 choose and read books by themselves or to a toy. However, leaders do not focus enough on developing pupils' reading in key stage 2. There have been inconsistencies in the teaching of reading. The new English subject leader is making changes. These are beginning to make a positive difference for pupils. For example, a Year 6 class answered questions on a poetry text. They can remember how to 'skim and scan' to read more efficiently. Teaching assistants in key stage 2 have had phonics training. This has improved their confidence in helping older pupils to catch up. Pupils who get extra support say that their reading is getting better.

Most teachers are now teaching mathematics confidently. This is because they have good subject knowledge. Pupils focus well in mathematics lessons. They enjoy using their knowledge to calculate and solve problems. Pupils also like physical education (PE). Pupils can explain about different sports, such as netball, tennis and cricket.

Other aspects of the curriculum vary in quality. In subjects such as geography and religious education (RE), learning has not been as strong. Pupils have a limited knowledge of other religions. In 2018, leaders reviewed their curriculum offer. They now have an ambitious plan to make sure that all pupils learn more in all areas of the national curriculum.

The leader for pupils with special educational needs and/or disabilities (SEND) knows a lot about them. She works well with other agencies to identify what pupils need to help them. She makes sure pupils' targets are accurate. This allows pupils to access all lessons.

Leaders have introduced an 'honours board'. Pupils need to know facts and information about different subjects to be named on the honours board. This is starting to help some pupils remember important subject-specific vocabulary and knowledge.

The chair and vice-chair of the governing body are knowledgeable about their roles. Recently appointed governors are not yet as knowledgeable. They are currently completing governors' training. This is to enable them to challenge and support the headteacher.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are thorough. Leaders and governors work well together to keep pupils safe. Leaders are vigilant to issues that may arise. All staff are trained in how to keep children safe and know the signs to spot. An induction process helps new staff get up to speed quickly. Pupils have a good knowledge of how to keep themselves safe online. Year 6 pupils give an annual presentation about online safety which is seen by the rest of the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are developing a more ambitious curriculum. This is still in the early stages. Leaders should improve their monitoring and checks in terms of consistency and rigour across the curriculum.
- There are some inconsistencies in the teaching of English and mathematics. Leaders should improve the consistency and quality of teaching and learning in English and mathematics further to ensure that all pupils make strong progress.
- Five new governors are having training to make sure they are more confident to undertake their responsibilities. All governors should make sure that leaders receive appropriate challenge and support to help them to improve the school.
- Over time, leaders have not checked well enough that all curriculum subjects have been planned and taught well. New, enthusiastic subject leaders are now in post. They want to improve the quality of teaching and learning in their subjects. However, not all leaders have had the time or opportunity to make a difference. Senior leaders should support and challenge subject leaders more effectively moving forward.
- Leaders should improve the quality of teaching across the wider primary

curriculum subjects. They should put good-quality staff training in place and ensure that all staff are confident and knowledgeable about each primary subject so that pupils' knowledge and understanding of subjects such as geography and RE improve.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117886
Local authority	East Riding of Yorkshire
Inspection number	10110687
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Karl Gee
Headteacher	David Carruthers
Website	www.martongateschool.co.uk
Date of previous inspection	24–25 November 2015

Information about this school

- This is larger than the average-sized primary school.
- Most pupils attending the school are of White British heritage.
- The proportion of pupils with SEND is lower than average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, 15 class teachers, two governors, including the chair of the governing body, and a local authority officer.
- We visited lessons, observed pupils playing at breaktime and lunchtime, looked at pupils' work and spoke to them about their experience of school.
- The inspection concentrated on the teaching of reading, mathematics, geography, religious education (RE) and physical education (PE).
- The school's records of safeguarding checks and referrals to the local authority were reviewed. We spoke with staff about how they keep pupils safe. We asked the pupils about how they keep themselves safe and what to do if they have

concerns.

- We spoke to parents at the beginning of the school day. The views of parents who completed the Ofsted Parent View survey were taken into account.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Peter Marsh	Ofsted Inspector
Julia Norton Foulger	Ofsted Inspector

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019