



# Marsden Primary School

## Inspection Report

**Unique Reference Number** 108687  
**LEA** South Tyneside  
**Inspection number** 278024  
**Inspection dates** 18 May 2006 to 19 May 2006  
**Reporting inspector** Mrs Sheila Mawer

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

<b>Type of school</b>	Primary	<b>School address</b>	Mill Lane
<b>School category</b>	Community		Whitburn Colliery
<b>Age range of pupils</b>	3 to 11		South Tyneside, Tyne and Wear SR6 7HJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 5292040
<b>Number on roll</b>	241	<b>Fax number</b>	0191 5292040
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martin Barry
<b>Date of previous inspection</b>	1 January 2000	<b>Headteacher</b>	Mrs Ann Bell

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 18 May 2006 - 19 May 2006	<b>Inspection number</b> 278024
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized school serves a wide and diverse community. It is oversubscribed and few pupils leave before the end of Year 6. Community links are strong. The number of pupils with learning difficulties and/or disabilities is rising and above average. Pupils' attainment on entry varies year on year. This year it is below average; at the previous inspection it was broadly average. The school has recently undergone many staff changes, including the appointment of a new headteacher and deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's self-evaluation that this is a satisfactory school with strong features in the Foundation Stage and Key Stage 1. It gives satisfactory value for money. Adults put the care and support of children at the heart of their work and provision is good. As a result, children's personal development is good and behaviour is outstanding. Parents overwhelmingly praise the care their children receive.

Pupils achieve satisfactorily by the end of Year 6 and attain slightly above average standards in English, mathematics and science. Children's progress is good in the Foundation Stage and Key Stage 1, but satisfactory in Key Stage 2.

Teaching and learning are satisfactory overall and supported by a good curriculum. Children learn well in the Foundation Stage and Key Stage 1 where teaching is stronger. In Key Stage 2, weaknesses in planning, assessment and support prevent some pupils from always doing as well as they could.

Leadership and management are satisfactory. Capacity to improve is satisfactory because sufficient priority has not always been given to raising standards. However, key staff and governors have a good understanding of the school's strengths and weaknesses to enable them to identify the necessary improvements. As a result, there are many good new initiatives in the early stages of implementation.

### What the school should do to improve further

- Increase the rate at which pupils make progress in Key Stage 2 in English, mathematics and science.
- Improve teachers' planning, assessment and support for pupils in Key Stage 2 so they achieve as well as they can.
- Ensure that the planning and monitoring of new initiatives are always sharply focused on raising standards, progress and achievement.

## Achievement and standards

### Grade: 3

Achievement is satisfactory overall. It is good in the Foundation Stage and Key Stage 1. In the Foundation Stage, children make good progress in gaining knowledge, skills and understanding and, by the end of Reception, the majority achieve the national early learning goals.

Pupils continue to make good progress and, by the age of seven, reach standards that are above average especially in writing and mathematics. In these subjects, the proportion reaching the higher levels is also above average.

Standards in Year 6 are slightly above average and this represents satisfactory progress for these pupils given their attainment on entry into Year 3. Since 2002 there has been a gradual improvement in the results of the Year 6 national tests. The school is set to meet its targets for literacy and numeracy this year. However, the targets are lower

than they were in 2005. This is because a third of the Year 6 pupils have learning difficulties and/or disabilities. Progress is slower in Key Stage 2 than the rest of the school. The reasons for this are previous staff changes, insufficient extra adult support for pupils in lessons and weaker planning and assessment.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good and recognised as such by parents who say that the school provides a safe and positive environment. Behaviour is excellent. Pupils are well mannered, polite and treat each other with respect. They say there is no bullying and they feel safe. Attendance is average.

Pupils have positive attitudes towards their work and are keen to accept responsibility. In the Foundation Stage, they enjoy displaying their own work and older pupils from Year 2 to Year 6, appointed by the school council, act as 'playground buddies'. The school council meets regularly and is very effective. Suggestions brought to the meetings have already improved facilities at playtime.

The pupils' spiritual, moral, social and cultural development is good. They learn about different faiths and cultures in religious education. Multicultural issues receive less attention in other subjects.

Pupils take advantage of the outstanding range of sporting activities and are keen to cycle to school. They understand that exercise combined with a balanced diet helps them stay healthy. They have recently learnt about economic issues through raising money for charities and are well prepared for life outside school in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, with good teaching in the Foundation Stage and Key Stage 1. All teachers are confident in their subject knowledge. The introduction of computer technology is making teaching more imaginative and meaningful for the pupils. Relationships are good generally and outstanding in the Foundation Stage. This helps children to work hard and enjoy their learning.

In the most successful teaching, especially in Key Stage 1, all pupils are challenged and supported well through good planning and the effective deployment of adults. Teachers and nursery assistants in the Foundation Stage are skilled practitioners. They work closely together to provide challenging learning experiences. In a reading session, for example, the nursery assistant used excellent questioning to help the children not only to read confidently but also to understand and enjoy the story.

In Key Stage 2, the teaching, although satisfactory, has important areas for development. Some teachers are not using assessment information to plan for different groups. There is a shortage of adult support in some classes. This means that more

able pupils and those with learning difficulties and/or disabilities are not always challenged and supported enough in their learning.

Marking procedures are satisfactory. They are relatively new and are gradually being embedded into practice, although there is still some lack of consistency. Marking is particularly good in Year 2 in helping pupils to know how well they are doing.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It covers all subjects and is given sufficient time. It supports the teaching and learning effectively. The Foundation Stage curriculum is outstanding. It provides children with an exciting range of purposeful activities based upon imaginative play. More opportunities are needed in Key Stage 2 to use literacy, numeracy and information and communication technology (ICT) across all subjects to help raise standards further.

A strong feature of the curriculum is the considerable enrichment through extra-curricular provision, which is excellent. Clubs are very well attended and popular. The pupils benefit particularly from a very good sports partnership programme with a neighbouring secondary school. Older pupils say that they particularly enjoy the residential visit to Broomley, where they learn about the environment.

## **Care, guidance and support**

### **Grade: 2**

Provision is good overall. It is outstanding in the Foundation Stage because adults have a first rate understanding of how young children learn and provide excellent levels of care, guidance and support.

Children enjoy school and feel safe. They know who to speak to if they need help. Child protection procedures are well established. Teachers are well trained to help children develop healthy lifestyles. Teaching assistants and lunchtime supervisors are aware of children's medical needs and deal with these confidently. Risk assessments are all in place which reflects the school's focus on care and protection.

Learning targets are set in literacy and numeracy. This system is relatively new but pupils are beginning to be involved in their own learning and to understand what they need to do to improve further. Pupils with learning difficulties and/or disabilities are generally well supported. However, as more pupils are being identified earlier, there is insufficient additional support in Key Stage 2.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. After a lengthy period of instability, the new headteacher is moving the school forward purposefully. In particular, she has created a good ethos for learning through enhanced personal development and care

for learners. She has strengthened staff morale considerably and created a sense of unity. The recent appointment of a deputy headteacher has helped the headteacher to speed up improvements. Satisfactory progress has been made in monitoring teaching, tracking progress and developing subject leaders. This is helping standards to rise and provision to improve. For example, better use is made of ICT to help pupils learn.

Self-evaluation procedures are satisfactory. Governors and key staff know the school well. This is demonstrated by their accurate judgement of the school's effectiveness, which is matched to the inspection findings. Priorities are clearly identified in the development plan, but there is insufficient focus on how improvements will impact on standards and progress, especially in Key Stage 2. Subject leaders are not used enough in reviewing school developments. This is largely left to key staff and governors who also take into account the views of parents and pupils.

Governance is satisfactory. Governors are strongly committed to the school and hold it to account through their sound monitoring and evaluations. They work closely with the headteacher to shape the direction of the school and bring about further improvements. For example, they have brought the budget back into balance to enable priorities to be funded.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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18 May 2006

Dear Pupils

Thank you all very much indeed for welcoming us to your school. We enjoyed our visit, especially talking to the school council. They helped us to learn a lot about the school. We agree with the headteacher and governors that your school is satisfactory and has many strengths. This is what we liked most:

your behaviour is excellent and you work hard in lessons

you get on very well with each other and adults

adults in the school look after you very well

the younger children in the school are taught well and make good progress

you benefit from an excellent range of clubs, especially sporting activities.

We have asked your headteacher and governors to make your school even better by:

helping the older children to learn more in lessons

improving the way teachers plan your lessons in the juniors so that you receive work that makes you think hard

giving those of you in the juniors who sometimes find learning difficult some extra help in lessons

checking that the things done to improve the school make your learning and progress better.

Good luck to you all in the future.

Yours faithfully

Sheila Mawer Mary Sewell

Lead Inspector Additional Inspector