



Marton Manor Primary School

Inspection Report

Unique Reference Number 111597
LEA Middlesbrough
Inspection number 278727
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Mr Geoffrey Cooper

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

Type of school	Primary	School address	The Derby
School category	Community		Marton Manor
Age range of pupils	3 to 11		Middlesbrough, TS7 8RH
Gender of pupils	Mixed	Telephone number	01642 285001
Number on roll	214	Fax number	01642 285002
Appropriate authority	The governing body	Chair of governors	Mr John Welford
Date of previous inspection	1 May 2000	Headteacher	Mrs Gerri Howard

Age group	Inspection dates	Inspection number
3 to 11	11 July 2006 - 12 July 2006	278727

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Marton Manor Primary School is situated on the outskirts of the Teesside conurbation. The characteristics of the intake of pupils to the school have changed since the previous inspection and national data indicate some social and economic disadvantage. The pupils' overall attainment on entry to school is below average. The proportion of pupils who experience learning difficulties and/or disabilities is broadly average, but a higher than average proportion have a statement of special educational need, and the school is a designated base for the education of autistic pupils. Most pupils come from White British backgrounds and very few pupils are learning English as a new language. The proportion of pupils joining the school mid-year has increased recently, especially in Years 5 and 6. A high turn-over of staff in recent years has impeded the school's plans to raise standards, but staffing is now stable.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that gives satisfactory value for money. Children make good progress in the Foundation Stage because of good teaching and standards are broadly average when they begin Year 1. Teaching is satisfactory in Key Stages 1 and 2 and pupils reach average standards by the end of Year 6. The results of Year 6 tests have declined steadily over the past three years, although they were still broadly average in 2005. The school achieved its target for Year 6 in English in 2005 but not in mathematics or science. The national test results indicate that some more able pupils have underachieved in Key Stages 1 and 2. Although the school is taking action to enable these pupils to make better progress, the results of this action have yet to be seen in the results of the national test results. The school's assessment information for this year indicates that standards in English and science are improving and there are more pupils achieving at the higher levels than previously in English, mathematics and science.

Pupils' personal development is good. The curriculum is good and provides a rich range of learning experiences. Leadership and management are satisfactory. The school evaluates its effectiveness accurately and has a clear understanding of what it needs to do to improve. Attempts to raise standards in Key Stage 2 were hindered in the past by a lack of continuity of teaching in some classes but the headteacher and governors have now resolved the staffing difficulties. Some other aspects of the school's work have improved: the Foundation Stage unit is more effective and attendance is better. The school shows that it has the determination and capacity to improve further

What the school should do to improve further

The school should:

- raise standards, particularly in mathematics and science
- ensure that the more able pupils achieve their potential throughout the school.

Achievement and standards

Grade: 3

Pupils' overall achievement is satisfactory. They make good progress in the Foundation Stage and reach average standards. In Key Stage 1, the pupils make satisfactory progress and reach average standards. The results of Year 2 national tests were broadly average in reading, writing and mathematics in 2005, as they have been for a number of years. In Key Stage 2, pupils generally make satisfactory progress and reach average standards. The results of the Year 6 national tests were average in 2005 in English, mathematics and science but declined in each subject over a three year period. In 2005, the school's targets were achieved in English but not in mathematics or science.

Although the national test results show that in both Year 2 and Year 6 most pupils achieve the standard expected for their age, fewer than average exceed that standard.

This is particularly the case in writing and mathematics in Year 2 and in mathematics and science in Year 6. The test results for 2006 have not yet been validated but indicate that standards are similar to those of 2005 in both Year 2 and Year 6. The school has taken action in the past year to improve the teaching of the more able pupils which is leading to more rapid progress. Recent tracking data indicate that this has had a positive impact.

Pupils who find learning difficult, those with statements of special educational need for autism and the few learning English as an additional language all make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school. Attendance has improved in recent years and is broadly average. Trusting and respectful relationships between pupils and adults lead to good behaviour. Incidents of bullying are rare and are dealt with swiftly and effectively by the school and pupils know whom to turn to for help if it is needed. Pupils enjoy playtimes because there is plenty of play equipment available and the 'friendship stop' means that nobody ever needs to be short of a playmate. Pupils know how to keep themselves fit and healthy. Physical activities after assembly help to wake everybody up and this makes an enjoyable start to the day. Many pupils take part in sporting activities. Pupils have a very good understanding of the importance of a healthy diet and benefit from a good choice of healthy food at lunchtimes. Pupils' spiritual, moral, social and cultural development is good; they develop an understanding of a wide range of cultures in religious education and in special events, such as the Asian week or the French week. The school council functions well and helps the school to make improvements, for example, to playtimes. Pupils enthusiastically take on responsibilities, such as the organisation of fund-raising for charity, and Year 5 pupils help Year 1 pupils to improve their reading. Pupils are prepared adequately for their future. They work well in teams and have satisfactory basic skills of literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. This is an improving situation given that in the recent past an unsettled period of staffing reduced the effectiveness of teaching and adversely affected some pupils' progress.

The school has monitored both the quality of teaching and pupils' progress rigorously and is working hard to raise standards. It is also taking effective steps to address the concerns that a small number of parents have about their children's progress.

The consistent strengths of teaching are that pupils are well informed about what they need to do and that the marking of their work shows them clearly how to improve.

Pupils appreciate the help and guidance they receive from their teachers and respond diligently to their teacher's suggestions when their work is marked. Pupils have their own specific targets for literacy and numeracy, which also help them to know how to improve their work. In the past, the work set for the more able pupils was sometimes too easy for them. As a result of the headteacher's monitoring of teaching, tasks are now more accurately adapted to meet the needs of the more able pupils and these pupils are now making better progress. Teachers manage pupils' behaviour very well.

Teaching is good in the Foundation Stage and accounts for the better progress than in the rest of the school. Pupils who find learning difficult are supported by teachers and teaching assistants who work effectively together.

Curriculum and other activities

Grade: 2

The curriculum is good. All National Curriculum subjects are taught and French is taught to older pupils. Although the curriculum did not meet the needs of the more able pupils well enough in the past, this has now improved. Pupils with learning difficulties and/or disabilities are provided for effectively and support is targeted on the pupils' needs. Basic skills are well planned for and taught in specific lessons and through other subjects. The curriculum is enhanced by many additional enriching experiences. For example, pupils enjoy many visits to places of interest, particularly outdoor centres, which encourage learning, particularly writing. Visits to Middlesbrough Football Club have helped to motivate pupils and improve their physical skills. Visiting artists, visits to local arts centres and good links with the local secondary school provide further exciting learning experiences, especially in art and design, music, science and mathematics. Many pupils benefit from the wide range of clubs and activities, which include many opportunities for sport.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Relationships are positive and supportive. Relationships and communication with parents or carers are good and help to ensure that pupils are happy in school. Good home-school relationships are further enhanced by an 'open door' policy, which enables parents or carers to talk to the teachers each day before school. Parents receive an update on their children's progress each term, and annual written reports are informative. Pupils who find learning difficult are well cared for and supported and those with social, emotional and behavioural difficulties are especially well supported so that they understand how to manage their behaviour.

A good assessment system ensures that pupils' progress is monitored accurately and it shows the staff precisely where to intervene to support underachieving pupils. Child protection procedures and health and safety procedures are in place. Risk assessments of activities within and beyond the school have been carried out. The school works closely with local agencies such as the local authority, medical services and speech therapists, to ensure that pupils receive the care, support and protection they need.

Leadership and management

Grade: 3

Leadership and management are satisfactory and provide clear educational direction. The school's self-evaluation accurately shows its strengths and weaknesses. The school's management ensures that pupils are well cared for and behave well. Leadership roles are carried out effectively, giving strong support to teaching and the curriculum. Governance is satisfactory. The governors understand what needs to be improved and discharge their duties effectively. In the past, the continuity of teaching was badly affected by the loss of experienced key teachers to promoted posts elsewhere and some classes were taught by teachers on temporary contracts. The headteacher and governors have now resolved this staffing problem and the teaching staff are now settled and well deployed to match the school's plans and objectives.

The school has very clear and achievable plans to raise standards based on analysis of performance data, monitoring of pupils' progress and evaluation of teaching. However, to raise standards further requires effective implementation of these plans. The school canvasses the views of parents and pupils and reports back to both, explaining its response. Parents' views about communication with the school and about their children's progress are fully taken into account in planning for improvement.

Good progress has been made in raising attendance and in improving teaching in the Foundation Stage. Better teaching is now leading to better progress in the case of the more able pupils although the effects of this have yet to be seen in the national test results.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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	3	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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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To the pupils of:

Marton Manor Primary School

The Derby

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TS7 8RH

11 July 2006

Dear Pupils

Thank you for helping with our recent visit to your school. We enjoyed seeing you hard at work and our conversations with you were very interesting.

Your school has many strong points, not least the way you and your teachers get on together. Your attendance has improved recently. Well done! Keep that up. You are making better progress in English but you need to work hard to make mathematics and science just as good. You and your parents told us that you enjoy school and that is obvious in the way you behave. There is a great deal in and out of lessons for you to enjoy – including running round the school field for Sports Relief and your morning ‘energiser’ activities after assembly. One of the great strengths of your school is the way it keeps a close eye on your progress and the way your work is marked. What you have told us shows that you appreciate this too.

We have asked the school to raise standards, especially in mathematics and science. You can help in this by making sure that you continue to work hard. Most of you already try extremely hard in lessons.

It was good to learn in assembly that so many of you have a hero to look up to. You can be heroes, too, each in his or her own way.

Yours sincerely

Geoff Cooper

Lead inspector