



Marsh Lane Primary School

Inspection Report

Unique Reference Number 112544
LEA DERBYSHIRE LEA
Inspection number 278955
Inspection dates 22 June 2006 to 23 June 2006
Reporting inspector Mr. Martin Newell AI

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

Type of school	Primary	School address	School Lane
School category	Community		S21 5RS
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01246 432701
Number on roll	112	Fax number	01246 432701
Appropriate authority	The governing body	Chair of governors	Mr. John Woodruff
Date of previous inspection	3 April 2000	Headteacher	Mr. Martin Fallon

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Marsh Lane is a smaller than average sized primary school. A significant number of pupils travel quite a distance to attend the school. The proportion of pupils eligible for free school meals and the proportion of pupils with learning difficulties, including those who have a statement of special educational needs, are broadly average. Almost all pupils are White British and of the very small percentage of pupils from minority ethnic backgrounds, none are at an early stage of acquiring English. The headteacher has been in post for 14 months. Attainment on entry is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspection confirms the school's judgement that this is a satisfactory but rapidly improving school. This owes much to the headteacher who provides very good leadership and is tackling weaknesses in a highly effective manner. Improvement since the last inspection has been satisfactory but the school now has a good capacity for further improvement. Pupils are great ambassadors for the school in terms of their infectious enthusiasm and their politeness and behaviour. Most parents are very supportive of the school. By the end of the Reception year standards are at an expected level because of the satisfactory teaching and provision. Standards by the end of Year 2 are above average due to the good teaching in Year 2 where pupils achieve well. Progress and achievement in Year 1 and in Years 3 to 6 is satisfactory overall and good for Year 5 and 6 pupils. Standards are a little above average for Year 6 pupils. However, between 2002 and 2005, standards were at a lower level and pupils' underachievement went unchecked. This is no longer the case. Teaching is satisfactory but would be stronger if it asked more of the higher attaining pupils. Nevertheless, teaching has a number of strengths and is at its best when learning is made fun and exciting and a lot is expected of pupils. Pupils' behaviour is of a high standard, they love coming to school and greatly appreciate how staff care for them and listen to their views. Good enrichment opportunities are on offer through a wide array of visits and visitors and the school promotes well the importance of keeping safe and healthy. Attendance is close to the national average. The headteacher has put in place robust systems and procedures to improve the tracking of pupils' progress and target setting, and to increase the role subject leaders play in monitoring pupils' progress. However, whilst shoots of success are clearly evident, these initiatives have not been in place long enough to have the best possible impact on ensuring all pupils achieve well. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure teaching consistently provides enough challenge for the higher attaining pupils. - Ensure that best use is made of assessment data to set exacting targets and to regularly track how well pupils are doing. - Ensure that subject leaders play a rigorous and effective role in monitoring pupils' progress and achievement.

Achievement and standards

Grade: 3

Children start at the school with knowledge and skills that are at the expected level for their age. Satisfactory teaching and provision in the Foundation Stage ensure that children make satisfactory progress and, by Year 1, standards are at an average level across all areas of learning. Test and assessment data show that by the end of Year 2 standards have, over time, been consistently above average and this owes much to the good quality of teaching in Year 2 where pupils achieve well. The picture in Years 3 to 6 is more complex. Between 2002 and 2005 standards noticeably declined and

evidence clearly shows that pupils underachieved. The value added score for 2005, which tracks pupils' progress from Year 3 to Year 6, was one of the lowest in the country. However, this decline has been arrested because of the very effective initiatives and strategies the headteacher has implemented, particularly in target setting and tracking pupils' progress and in improving standards in English and mathematics. Standards in Year 6 are currently a little above average and pupils, including those with learning difficulties, are making at least satisfactory progress in Years 3 and 4 and good progress in Years 5 and 6. The school is now building on the standards attained in Year 2 far more effectively and Year 6 standards in 2007 are set to rise significantly, although there is still room for improvement in how well the more able pupils attain and achieve. Over time the targets that the school has set for pupils have not been demanding enough. This is no longer the case as they are now both challenging and attainable.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. The behaviour of pupils is very good and adds greatly to the very positive learning environment that wraps around the school. They show infectious enthusiasm and tackle tasks with gusto. Pupils are adamant that bullying is not an issue and eagerly point out, 'This is a school where you trust everybody!' Attendance is close to the national average. Pupils' spiritual, moral, social and cultural development is good. Pupils are reflective and show genuine concern for the feelings of others. They express delight at the successes of others. Pupils have a good knowledge and understanding of cultures other than their own and show healthy respect for other's beliefs and traditions. Pupils have a good awareness of what is needed to keep fit, healthy and safe and this is reflected in the balanced diets they follow and their vigorous exercise. Pupils' contribution to the local community is satisfactory as is provision for their economic well-being, but more could be done to involve pupils in innovative and exciting enterprise projects.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good practice seen during the inspection. When teaching is most successful, for example in Year 2 and Years 5 and 6, the lessons are packed with pace and a lot is expected of pupils. Here, all pupils are challenged and the setting of time deadlines keeps them on their toes throughout. Across the school a good emphasis on visits, visitors and investigative work often makes learning fun. Relationships in all classes are a real strength and this builds up pupils' readiness to ask and answer questions confidently. Teaching assistants contribute well to pupils' learning. When teaching is not as effective it is usually because tasks that are set do not ask enough of the more able pupils. Assessment is now satisfactory and improving well. Recently introduced strategies for target setting

and tracking pupils' progress in English, mathematics and science are reaping rewards in improving pupils' attainment and achievement. Previously, this has not been the case as underachievement has gone unchecked. The school needs to ensure that pupils' progress continues to be tracked in a rigorous manner and to develop this good practice across all subjects. Marking of pupils' work is satisfactory, and better when it clearly outlines what pupils need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and meets the needs of pupils. The school places a satisfactory emphasis on the development of pupils' literacy, numeracy and computer skills and these are being increasingly well used in different subjects. Learning and enjoyment are enhanced through a good range of visits, visitors, after-school clubs and by the school going the extra mile to enliven the curriculum through initiatives such as the teaching of foreign languages. Provision made for pupils with learning difficulties is satisfactory, although at times there is not enough challenge for the more able pupils. The improved accommodation means that pupils now have better physical education facilities and adds to the school's continued push for promoting healthy lifestyles. The school's personal, social and health education (PSHE) programme ensures that requirements are met to raise pupils' awareness of the dangers of drug and alcohol abuse, of keeping safe and learning about sex and relationships.

Care, guidance and support

Grade: 2

Support for pupils' care, security and welfare is good. This is a school where the individuality of pupils is recognised and celebrated. Staff put much effort into encouraging pupils to live healthily. Child protection and health and safety procedures are clearly understood and followed by all staff. Risk assessments are carried out well. Good links are in place with outside agencies to help support pupils in need. Pupils feel that they have a genuine voice in school and say, 'We are always listened to and we know we can get things done!' Staff know individual pupils very well and work hard at meeting their social and emotional needs. Pupils are knowledgeable learners who show a good awareness of their individual targets. The school is increasingly addressing the need to ensure that pupils' academic progress is tracked regularly and rigorously in order to have a stronger impact on how well pupils achieve.

Leadership and management

Grade: 3

The effectiveness of leadership and management is satisfactory. On his appointment 14 months ago the headteacher very astutely identified and importantly, set about tackling precisely those areas that the school needed to improve on. Although there is still work to be done, assessment, target setting, teaching and learning have all improved. The school's self-evaluation is honest, frank and above all very accurate

and mirrors the inspection findings. The headteacher is ensuring that parents as well as pupils are given an increasing voice in the school's decision making. He is a very good leader who has created a very strong team spirit where there is now a shared passion and drive to move the school forward at a fast pace. The school is rightly developing the role of subject leaders so that their work is more focused on monitoring and raising pupils' progress and achievement. This has not been the case in the past but their enthusiasm and desire to improve standards is clearly evident. The school has a good capacity for improvement. Governance is satisfactory. Governors are committed to the school but recognise that they need to play a more formal role in monitoring the work of the school to get a better grasp of its strengths and weaknesses. The school makes effective use of its resources and accommodation to ensure satisfactory value for money.

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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?	3	NA
The quality and standards in foundation stage	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	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	3	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?	3	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	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

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

You may remember that I inspected your school not too long ago and now I am writing to let you know what I found out. Before I do, I would like to say a big thank you to all of you for making me feel so welcome and for being so kind, polite and helpful. Everywhere I went in school I was greeted with big beaming smiles. It was good to hear how much you love coming to school, that bullying is not a problem and that you feel there is always someone to turn to if you are concerned or worried. I found that there are lots of good things about your school. Teachers try to make learning fun and enjoyable. The school helps you to learn about the importance of keeping fit, healthy and safe and works hard at making sure you are looked after well. Another strength is the way that the staff, led very well by Mr Fallon, are always looking to make the school a better place. But a great strength of the school is you, the children! Your behaviour, your enthusiasm, how hard you work and the respect that you show to staff and to one another! I have talked to your teachers about how they can help make the school even better. Teachers are going to make learning more fun, exciting and challenging in some lessons. They are also going to check more closely that you always make good progress and to make sure that all pupils, especially the more able, have targets that they have to work hard to achieve. Mr Fallon and all the staff want the school to continue to improve. Having met you I am sure you will play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.