



Martongate Primary School

Inspection Report

Unique Reference Number 117886
LEA East Riding of Yorkshire
Inspection number 280176
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Mr Keith Bardon

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

Type of school	Primary	School address	Martongate
School category	Community		Bridlington
Age range of pupils	4 to 11		YO16 6YD
Gender of pupils	Mixed	Telephone number	01262 673975
Number on roll	432	Fax number	01262 401352
Appropriate authority	The governing body	Chair of governors	Mrs Sarah Woodcock
Date of previous inspection	1 November 2000	Headteacher	Mr Paul Lockwood

Age group 4 to 11	Inspection dates 10 January 2006 - 11 January 2006	Inspection number 280176
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school a little way from the centre of Bridlington. Many of the social and economic features of the area are average and the attainment of the children when they first start school is typical of the age group. Due to the large number of houses that have been built or are under construction close to the school the demand for places is high and continuing to rise. A small number of pupils are from minority ethnic groups. With very few exceptions, all pupils are competent in English. An average proportion of pupils has learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Martongate Primary is an effective school which provides a satisfactory quality of education. Although this evaluation is lower than the school's own view of its effectiveness, managers agree with inspectors that the school has room for improvement. Pupils' academic achievement is satisfactory although the proportion who attain at an above average level is lower than in many schools. The quality of teaching and learning is satisfactory however, the level of challenge provided varies from lesson to lesson and within lessons. At times higher attaining pupils are not made to think hard enough. Pupils' personal development is good and good support is provided for those who have learning difficulties. Pupils' behaviour is generally good and the school supports well those who have problems. The curriculum provides a suitable range of learning opportunities. Teachers assess pupils' work regularly but at times pupils are not clear enough about what they need to do to improve and therefore progress is slowed. Parents like the school and appreciate the care the staff take of their children. Provision in the reception classes is satisfactory giving children a solid start to school. Since it was last inspected the school has progressed steadily. The school's management team and governors are aware of most of its strengths and weaknesses and the school has satisfactory capacity to improve. However, plans for development do not always focus sharply enough on what is most needed to raise standards of achievement. The school provides satisfactory value for money.

not applicable

What the school should do to improve further

- Accelerate pupils' progress, particularly that of the higher attainers, by raising the level of challenge in lessons.
- Sharpen management procedures so that everyone is clear about what is influencing pupils' achievement and understands how to contribute to improvement.

Achievement and standards

Grade: 3

While there is scope for improvement in achievement and standards, inspectors judge them to be better overall than the school has given itself credit for. The majority of pupils make steady progress and move to secondary education having attained standards that are broadly average for their age. This represents satisfactory achievement. In 2005, the performance of Year 6 pupils in the national tests was similar to the national average, as it has been for the last three years. However, fewer pupils than average attained the higher level in the tests and this is where improvement is most needed. More needs to be done to raise the achievement of higher attaining pupils. Over the past three years the amount of progress pupils make between the end of Year 2 and the end of Year 6 has increased gradually. In 2005 the school met its targets for Year 6 pupils. Targets have been increased for 2006, reflecting the school's efforts to raise standards. The school's results in the national assessments

for Year 2 pupils fell dramatically in 2005 after remaining around the national average for several years. This fall coincided with major changes in assessment procedures making direct comparison with previous years rather difficult. Progress from Reception to Year 2 is generally sound. Inspection findings indicate that pupils' achievement in Years 1 and 2 is satisfactory and that standards by the end of Year 2 meet national expectations. Pupils with special educational needs receive well structured support and often make good progress. The achievement of pupils from minority ethnic backgrounds is satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their positive attitudes to learning combined with high quality relationships with one another and adults, fosters a harmonious school community where everyone is valued and respected. This is reflected in their good attendance and punctuality. The school has improved pupils' standards of behaviour and this is now good. Pupils respond well to praise saying it encourages them to try hard and do their best. Effective and sensitive additional support is provided for the most vulnerable pupils. Pupils' spiritual, moral, social and cultural development is good overall. Pupils are increasingly aware of the consequences of their actions. They help devise school rules and understand teachers' expectations. The school is free from bullying or racial harassment and children feel safe. Pupils make positive contributions to their school, in particular through the school council. While pupils' development in respect of their own culture is good, their appreciation of the cultural diversity in modern Britain requires further development. The school alerts pupils to the need to stay healthy and safe. A well taught curriculum in personal and social education and good opportunities to take part in sport ensure that pupils understand clearly the need for healthy food choices and regular exercise.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning are satisfactory. Inspectors agree with the school that teaching is improving gradually. Pupils find learning enjoyable and approach the work they are given with interest. The working atmosphere is pleasant and productive. Lesson pace is generally well judged, but occasionally teachers pay insufficient attention to the speed at which pupils are learning and either move them on too quickly or not soon enough. Progress made by higher attaining pupils is variable due to inconsistencies in teaching and levels of challenge. Learning is best in lessons where teachers ask stimulating questions and prompt pupils to make decisions and pursue ideas. Teaching in the reception classes is satisfactory. Children learn quickly when adults support groups and draw them into productive conversation. At times teachers miss opportunities to add to children's learning by linking themes with activities children choose themselves. Throughout the school, there is good support for pupils who find

learning difficult or have disabilities. Teachers and teaching assistants plan carefully to meet their learning needs. This ensures that they cope well with their work and make good progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall with good features. Teachers give careful thought to the links between different subjects so that the curriculum has cohesion. In its efforts to raise standards the school has made literacy a central feature of the curriculum. This approach is well founded and is showing promise. The curriculum responds well to the needs of pupils with learning difficulties and/or disabilities and vulnerable children. Arrangements for the learning of higher attaining pupils tend to lack the same thoughtful approach although the school is already planning additional opportunities in mathematics and science. Pupils' work in personal, social and health education and citizenship is a good feature that enhances the personal development of pupils. A good range of educational visits and visitors into school, such as local community professionals, enhance the curriculum and give it additional breadth. Many pupils take advantage of the many additional activities the school provides before and after lessons, covering a good range of sports, creative arts and languages.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Thorough procedures for risk assessment, health and safety and child protection, create a safe and secure environment for pupils. Pupils readily seek the help of an adult if they have problems and say they feel safe and happy in school, something with which parents readily agree. Guidance for pupils with educational, personal or social needs is good. Pupils with learning difficulties are identified early and set appropriate targets. Their progress is reviewed regularly and the support from external agencies is effective. Well established assessment procedures provide accurate and thorough information about the gains pupils are making. There are times when the information provided is not fully utilised, for example, to ensure that higher attaining pupils are consistently provided with challenging work. Pupils are set individual targets which show them the next steps in their learning. However, this strategy is relatively new and pupils are not yet being given a clear enough understanding of what they need to do to achieve their targets.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. This evaluation is a little lower than that of the school. When making their evaluations of the school's work, senior staff make insufficient links between achievement, teaching and management. Leadership and management have a number of good features. The ethos is positive

and the school runs smoothly. Pupils and staff are valued as individuals and due attention is paid to ensuring equality of opportunity for all. Pupils' personal development is promoted well and those who need additional help with learning or behaviour receive well planned support. The headteacher and senior staff recognise pupils' potential and the actions they have taken are gradually raising standards. The school collects a good deal of useful information and this is interpreted accurately to identify areas for improvement. However, subsequent action planning often fails to identify clearly enough exactly what is needed to increase pupils' achievements. The headteacher has recognised the need to sharpen management procedures and has volunteered the school for a programme to aid senior staff development. The school finances are managed efficiently. Governors support and monitor the work of the school conscientiously and are aware of its strengths and areas for improvement. They are beginning to hold the school to account for its performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	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	2	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	2	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?	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	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

Nord Anglia Inspections

Anglia House

Carrs Road

Cheadle

Stockport SK8 2LA

T 0161 491 4191

F 0161 491 9677

Ofsted helpline

08456 404045

Martongate Primary School

Martongate

Bridlington

YO16 6YD

12 January 2006

Dear Children

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school.

These are the things we particularly liked about the school:

the school is a happy place to be and everyone gets on very well

children come to school regularly and enjoy learning new things

children behave well, try hard and pay attention in class

children willingly help each other and the staff and are proud of the part they play in making the school a better place for everyone

adults take good care of the children and are always there to help

children who find learning difficult are given lots of help and assistance

there are lots of very enjoyable before and after-school clubs with something to interest everyone.

We also looked at what the school might do next. Here are some of the things we suggested:

look for ways to make lessons even more interesting by providing work that makes everyone think really hard all of the time and encourages them to work things out for themselves

make sure that everyone is clear about how to make the school even better.

Yours sincerely

Keith Bardon

(Lead inspector)