



# St Martin's CE Primary School

## Inspection Report

**Unique Reference Number** 118037  
**LEA** North Lincolnshire  
**Inspection number** 280223  
**Inspection dates** 23 November 2005 to 24 November 2005  
**Reporting inspector** Mr Dave Byrne

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

<b>Type of school</b>	Primary	<b>School address</b>	Burnham Road
<b>School category</b>	Community		Owston Ferry
<b>Age range of pupils</b>	3 to 11		Doncaster, South Yorkshire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01427 728258
<b>Number on roll</b>	98	<b>Fax number</b>	01427 728258
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Diane Ekins
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mr R Fish

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 November 2005 - 24 November 2005	<b>Inspection number</b> 280223
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## Introduction

The inspection was carried out by one additional inspector supported by the pupils, staff and governing body of the school.

## Description of the school

This small primary school educates 98 pupils, aged from 3 to 11 and serves the small town of Owston Ferry in North Lincolnshire. Virtually all pupils are of white British origin and none requires support for learning English as an additional language. The attainment of children when they start school is average. An above average percentage of pupils join or leave the school at other than the normal times. Relatively low proportions of pupils are eligible for free school meals with an average number having learning difficulties or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an effective school with several outstanding features. The school judges itself this way and the inspection findings agree with this. Good teaching and learning contribute to pupils making good progress as they move through the school. After a good start in the Foundation Stage, pupils do particularly well in reading, mathematics, science, art and design and history and, by the time they leave school, they reach good standards overall. More able pupils, however, could do better in writing. Pupils really enjoy school. Their behaviour is excellent and outstanding attitudes help them to work hard and to form very good relationships with others. They are given outstanding care and guidance but at times, expectations are not high enough for involving them in the running of the school. The pupils who have learning difficulties or disabilities benefit from outstanding provision. This makes sure that all pupils take part in all that is offered. The school is very well led with a very clear focus on providing high quality care and education. It is managed efficiently and gives good value for money. The school has done well in maintaining its strengths since the last inspection and has responded well to the suggested areas for development. The headteacher, senior staff and governing body are well placed to bring about further improvement in the future.

not applicable

### What the school should do to improve further

- Raise the pupils' achievement in writing.
- Develop better ways of involving pupils in aspects of the running of the school.

## Achievement and standards

### Grade: 2

The inspection confirms the school's judgement that standards and achievement are good. Children start school with standards that are similar to those typical for their age. Very good teaching in the nursery and good teaching in the reception class helps pupils to settle in well so that the vast majority reach the standards expected for their age by the time they start Year 1. Standards are good at the end of Year 2, with particular strengths in reading and mathematics. These strengths are maintained throughout Years 3 to 6. Challenging targets are set for pupils at the end of Year 6 and are met and often exceeded. In 2005, pupils' performance in the national tests showed a significant improvement over the previous two years. A very high proportion exceeded the expectations for their age in reading, mathematics and science. In writing, whilst the vast majority reached standards expected for their age, too few exceeded them. The needs of pupils with learning and behavioural difficulties are met very well and they make good progress towards the targets set for them. The predominance of boys in this group reduces the overall performance of boys over girls.

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

### **Grade: 2**

Pupils' personal development is good with some outstanding features. Pupils love school and terms such as 'fun' and 'exciting' are used by pupils to describe school life. Behaviour is outstanding. Pupils understand school rules and state that they feel safe. An orderly state of calm pervades the school at all times and a sense of excitement for learning is tangible. Pupils work eagerly and thrive on acquiring new facts and skills particularly when solving problems. They enthusiastically fulfil a range of jobs to help the running of the school, but expectations for them to do this are relatively low. Pupils' spiritual, moral, social and cultural development is very good. Assemblies and opportunities to use the outstanding outdoor school environment contribute to all aspects of personal development. A lot is done by pupils to raise funds for others, less fortunate than they are. Inventive ideas are employed to raise money for local and international charities. This includes funding facilities for a school in South Africa. Community links are very good overall and, in particular, with St Martin's Church. The biannual visit of pupils to the Chelsea Pensioners broadens their understanding of senior members of society. Pupils good academic and social skills equip them well for their future education and life. They are sure about how to be safe and healthy and support the school's healthy eating campaign by cheerfully receiving rewards when they do so. Attendance at the school is just above the national average and punctuality is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school and as a result pupils achieve well. Pupils are very well managed and great attention is given to building their confidence and self-esteem and this results in pupils being prepared to have a go at everything provided for them. Children in the Foundation Stage benefit from lively and stimulating tasks that give them a good start to their education. In every class, lessons are carefully prepared. Teachers know the strengths and weaknesses of their pupils. They work tirelessly to make sure that work usually matches pupils' needs although expectations are not high enough for more able writers. Teaching assistants help pupils very effectively. Pupils who find learning difficult are quickly spotted and given well planned tasks to help them. More able pupils are also identified, but support for these pupils is better in mathematics than English. Teachers make good use of computer technology to enhance learning and broaden pupils' experiences. Pupils are successfully encouraged to keep their workbooks neat and very well presented. High quality wall displays show how much teachers value and esteem their pupils' efforts. Homework is effectively used to help pupils' learning, particularly in mathematics, science, reading and spelling but less so in writing or other subjects. Good use is made of praise during lessons, and prompt marking spurs pupils to try even harder. Ways of involving pupils in their own

assessment differ from class to class and this inconsistency reduces the involvement of pupils in evaluating what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The pupils benefit from a good curriculum. Many interesting, exciting activities match the needs of younger children in the Foundation Stage. In Years 1 to 6, thoughtfully planned work enables pupils to develop their interests and talents across the curriculum. Good attention is given to the basic skills of literacy, numeracy and information and communication technology, but also to art and design, drama and aspects of the humanities. Work in several subjects ensures that pupils develop a good awareness of the need for regular exercise and for working safely. Exceptional use of the natural environment enriches many areas of pupils' learning. Not only are pupils involved directly in managing their own high quality wildlife and garden area, but they also plant, harvest and eat their own organic vegetables. Good links with a local secondary school have a very positive impact on the curriculum. This is particularly the case for more able pupils. The broad range of after-school clubs and activities is thoughtfully planned. The needs of pupils with learning and physical difficulties are catered for very well, and links with the local authority support staff have a very positive impact on this area of provision. Educational visits add considerably to pupils' enjoyment of learning particularly in the performing arts, humanities and science.

## **Care, guidance and support**

### **Grade: 1**

This is a particular strength of the school. A strong ethos of care permeates all aspects of school life and ensures that each pupil's welfare is safeguarded and their personal development promoted. As a result, pupils are confident and have a good self-image, which helps them to learn well. All statutory requirements regarding health and safety are fully met. Teachers know pupils' capabilities and teaching assistants give outstanding support to those with learning and behavioural difficulties. Pupils feel they can express their feelings and opinions to teachers and others who care for and support them in all that they do, both at work and play. The school successfully teaches pupils to embrace healthy lifestyles through providing healthy food and many innovative initiatives to encourage exercise.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher very successfully achieves his vision of creating a very caring community in which everyone feels valued. These priorities run through all that the school does. The positive results of good management are clear in the high standards of personal and academic development. Strong and consistent leadership in recent years has meant that the impact on the school of disruptions in staffing has been minimal. When standards dipped in English, swift

decisions have recently been made to strengthen the subject's management. All aspects of the school, including the provision for the Foundation Stage and for pupils who have learning difficulties or disabilities, are very well managed. Effective systems are used to identify the school's strengths and weaknesses. External evaluation of the school's effectiveness by local authority staff from the peripatetic nursery service is welcomed and staff are willing to consider new ideas. The views of parents and pupils are sought and used to inform the next stages of the school's development. Strong teamwork between all staff and the governing body contributes to clear action plans for further improvement. All resources are carefully managed to gain the best value for money. Resources for learning are good and regular investments in the accommodation provide a high quality environment for pupils and staff. The governing body, under the excellent leadership of the chair, is very supportive and keeps a close eye on what goes on within it. The governing body, headteacher and staff form a very competent team and together with very supportive parents, provide the school with a good capacity to improve in future.

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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>	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA
How well learners enjoy their education	1	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>	2	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>	1	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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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25 November 2005

Dear Children,

Thank you for the wonderful two days I spent in your school. It was a pleasure to be with such well behaved and pleasant children. You are really lucky to have such a caring headteacher who knows each of you so well. It is good to see how well you read and understand mathematics and science. You also do well in art and design and have a love of history. Whilst I was very impressed by how neatly you present your work, I feel that it is possible for some of you to do even better with the content of your writing.

The resources for playing outdoors and the amazing nature area give you lots of chances to be outside. This helps you to be healthy and happy. The way you care for others and living things was a joy to behold and it is good to see that you are so active helping others by raising money for appeals and charities. Whenever I was with you, at lunch, during play and in lessons, I noticed how polite you all are and how eager you are to learn. You clearly enjoy helping teachers and other adults, but I have asked the school to see if it can do more to involve you even more in helping with the way the school is run.

One of you said to me, 'At St Martins we learn how to be a good friend' and the friendship and care within the school is my main memory of my visit. The school is doing a very good job at helping each of you to find what you are good at. Being a good citizen is one thing you are good at.

I hope you all continue to try your best and enjoy all that the school offers you.

David Byrne  
Lead inspector  
Annex B