



Marton Primary School

Inspection Report

Unique Reference Number 120462
LEA LINCOLNSHIRE LEA
Inspection number 280820
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Mr. Glynn Storer LI

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

Type of school	Primary	School address	Stow Park Road
School category	Community		DN21 5AG
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01427718224
Number on roll	73	Fax number	01427718224
Appropriate authority	The governing body	Chair of governors	Mr. Steve Spence
Date of previous inspection	22 May 2000	Headteacher	Mr. Roger Gray

Age group 4 to 11	Inspection dates 2 February 2006 - 3 February 2006	Inspection number 280820
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school serves the village of Marton and outlying rural communities. All pupils are from White British or mixed heritage families and all speak English as their main language. No families register their children for free school meals but this is unrepresentative of the hardship experienced by some families. Children's attainments on entry to school are below average for their age. The proportion of pupils with learning difficulties or disabilities is below average, although the number with Statements of Special Educational Need is similar to that in other schools of this size.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Marton Primary School views itself as a good school and the inspector agrees. Children receive a good start to their education during reception year. Most pupils make good progress and many reach above average standards. Pupils' personal development is good. There is a happy atmosphere in the school; pupils are eager to do well and work with enthusiasm and interest. They are well behaved and their enjoyment of learning is a strength of the school. Pupils' spiritual, moral, social and cultural development is good overall, although more could be done to promote pupils' understanding of the richness and diversity of other cultures. Teaching is effective and helps pupils to achieve good standards in most aspects of their learning and development. However, teachers do not always use assessment information effectively in all subjects when planning for the school's most able pupils. The curriculum is suitably broad. It is given added depth by a wide range of additional activities and special events, which bring learning to life, promote enjoyment and encourage pupils to become confident learners. Standards of care are outstanding. Leadership, management and governance are effective. Self-evaluation is accurate and results in thorough improvement planning. However, closer links with other schools would benefit the school's drive to further raise standards and quality. Nevertheless, improvement since the last inspection has been good. The school has a good capacity for making continuous improvement and provides good value for money.

What the school should do to improve further

- improve teachers' use of assessment information in planning work for the school's most able pupils - seek mutually supportive links with other schools for the development and reinforcement of good practice - teach pupils more about the richness and diversity of other cultures.

Achievement and standards

Grade: 2

Achievement and standards are good. Many children enter school attaining standards that are below average for their age, especially in their social and communication skills and in their limited experience of the world beyond the home. Most children make good progress in the combined reception and infant class. In recent years, almost all seven-year-olds have attained the expected standard for their age in reading, writing and mathematics and up to a third have attained above-average standards. Standards in the 2005 tests, though broadly average overall, were not as high because more pupils fell below the expected standard than in previous years. This decline reflects the presence of pupils with learning difficulties in a very small year group and does not indicate deterioration in learning or achievement. In two out of the last three years all eleven-year-olds have either attained or exceeded the nationally expected standards in English, mathematics and science and overall standards have been significantly above the national average. In 2005, almost all Year 6 pupils attained the standards

of which they were capable. Indeed, lower-attaining pupils did particularly well to attain the average level in all core subjects. However, not all higher-attaining pupils did as well as they should. Two potentially able pupils narrowly missed the above average level; one in mathematics and one in science. This does not represent serious underachievement, but made a big difference to the school's test results. In reality, boys and girls of all abilities, including those with learning difficulties and disabilities do equally well. The work of pupils currently in Year 2 indicates that standards are set to rise again in 2006. Most pupils in Years 2 and 6 are achieving well. They are on course to meet the challenging targets that the school sets for them, although overall standards in Year 6 are likely to be slightly lower than in 2005 because there are more pupils with special educational needs in this group.

Personal development and well-being

Grade: 2

The school promotes personal development and well-being effectively. Pupils enjoy school enormously, a fact which is reflected in the above average attendance rates. They say enthusiastically: 'We learn new things every day' and 'The teachers make it so much fun'. Consequently, many pupils have outstandingly good attitudes and readily rise to the challenge to do their best. The school successfully fosters spiritual, moral, social and cultural development. Pupils are reflective and sensitive to things of beauty. Behaviour is good. Relationships are strong and the school has a happy and calm atmosphere. Pupils respect the beliefs of others, although there is scope to increase their understanding of cultural diversity. Many pupils take part in the sporting activities that the school offers. This, together with over two hours of physical education and swimming each week and the school's push on eating healthily, means that pupils understand the need to keep fit and healthy. Pupils add much to the school community. They have a strong sense of responsibility, which they demonstrate by carrying out a good range of jobs around the school, including befriending younger or newly arrived pupils. The confident and resourceful ways in which pupils apply the skills that they gain indicates that they are well prepared for life in adult society and the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good. Teaching in the Reception year is effective because it gives children the opportunity to learn through investigative, structured play and lots of practical activities, as well as through the direct teaching of key skills. Throughout the school, pupils are managed well and relationships are strong. Teachers in Years 1 to 6 have high expectations and move lessons along at a lively pace. In lessons such as the Year 5/6 session on fractions and decimals, key skills were taught in a systematic and rigorous manner and learning was effective because pupils responded well to the challenges set for them. Teachers use assessment information

well to identify and tackle difficulties that individual pupils may have. Planning for pupils with learning difficulties or disabilities is thorough and enables teaching assistants to provide effective support. Learning is usually matched well to the needs of pupils of different ages and abilities. However, teachers do not always use what they know about pupils to bring the very best out of the most able.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. Since the last inspection, provision for children in the Foundation Stage has improved and planning for information and communication technology (ICT) now ensures that teachers cover all aspects of the subject thoroughly. A particular strength is the extent to which the teaching of the curriculum draws on the expertise and interests of staff. This approach not only broadens the curriculum, for example by introducing French lessons in Year 6, but provides added depth in the form of 'specialist' teaching, which improves pupils' learning and experience. The school provides well for pupils who have special educational needs. It is, rightly, developing provision for more-able pupils and extending opportunities to deepen pupils' understanding of the many ways in which people all over the world live their lives. Pupils are taught effectively about the importance of healthy living. They also receive clear guidance about how to be safe, which includes regular Road Safety briefings delivered by older pupils. Pupils are given opportunities to contribute to the community, for example by supporting the local play group. The school's strong focus on developing literacy, numeracy and ICT skills across the curriculum, along with links with the local business community, lays firm foundations for future economic well-being. Opportunities for enrichment are good. A wide range of after school clubs, educational visits and special events, promote pupils' enjoyment in learning and contribute effectively to their academic and personal development.

Care, guidance and support

Grade: 1

Standards of care, guidance and support are outstanding. There are thorough procedures for ensuring pupils' safety and well-being and the headteacher ensures that staff carry them out conscientiously. Pupils report that they feel safe and well cared for. They say that bullying is rare but that staff deal very effectively with occasional incidents. Because all classes cover at least two year groups, teachers develop in-depth knowledge of individual pupils and their families. Standards of pastoral care are outstanding. Staff are very sensitive to pupils and are quick to respond to their personal development needs. Pupils confirm that there is always an adult to turn to if they are worried or upset. Pupils also receive effective academic guidance. There are individual targets for all pupils, which are reviewed regularly and revised. These tell pupils exactly what they need to do in order to attain the next level and the school is, rightly, seeking ways of involving parents in this dialogue as well as ensuring targets for able pupils are even more precisely expressed.

Leadership and management

Grade: 2

Leadership and management are good. In this small school all staff have management responsibilities. They work as a close and committed team and this is the key to their success. The headteacher leads by example, balancing the demands of a substantial teaching commitment with those of his management role. Because of the insights this gives him, he provides, whenever possible, the time and resources necessary for other staff with management responsibilities to do a good job. Furthermore, staff have a clear understanding of the tasks that they need to undertake during management time. This has enabled them to introduce a systematic programme for checking the quality of all aspects of the school's work. Consequently the school's self-evaluations are largely accurate. Staff have a good understanding of what is working well and of what needs to be improved. This understanding is reflected in the school's planning for improvement, which is well focused, thorough and echoes inspection findings. Governance is good. Recent improvements to governors' role in the monitoring of standards and quality have strengthened their capacity to hold the school to account for what it achieves and to contribute effectively to improvement planning. The school works well with parents and other agencies to ensure that learners receive good support. However, there are currently few links with other schools. The development of such links, for the purpose of mutual support and the sharing of expertise, has the potential to benefit staff and pupils alike. The school is better than it was at the time of its previous inspection and recent developments to management procedures mean that staff and governors are well placed to make continuing improvements.

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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?	2	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	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?	2	NA
The standards ¹ 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

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	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	1	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?	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

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 visited your school a little while ago. Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I thought that you would like to know what I found. There are many good things happening in your school. - Almost all of you make good progress in English, mathematics and science. - You tell me that you really enjoy school because teachers make learning interesting and fun. - You get on really well with one another. - I am pleased to hear that your teachers and other adults help you when you have problems and make sure that you are safe. - Mr Gray, the staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - I have asked teachers to plan more work that brings out the very best from all you. - I have also asked teachers to teach you more about the lives of people from other cultures. - I have asked Mr Gray and the governors to make links with other similar schools, so that pupils and staff can work together and help each other to improve. I hope that you will all continue to work hard and do well.