

Marshchapel Primary School

Inspection report

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| Unique Reference Number | 120461 |
| Local Authority | LINCOLNSHIRE |
| Inspection number | 291746 |
| Inspection date | 27 April 2007 |
| Reporting inspector | Martin Newell |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 34 |
| Appropriate authority | The governing body |
| Chair | Mr Edward Mossop |
| Headteacher | Mrs Vanessa Aldridge |
| Date of previous school inspection | 18 October 2001 |
| School address | Sea Dyke Way Marshchapel Grimsby DN36 5SX |
| Telephone number | 01472 388371 |
| Fax number | 01472 388371 |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a much smaller school than the average primary school. The proportion of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils with learning difficulties or disabilities and the percentage of pupils with a statement of special educational need are both above the national average. Most pupils are from White British backgrounds. Of the small number of pupils from different ethnic minority backgrounds, none are at an early stage of acquiring English. The school achieved the Investors in People award in 2004 and the Healthy Schools Award and Activemark in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Marshchapel provides pupils with a good quality of education. A few aspects are outstanding. Inspection findings endorse the school's view of its own effectiveness. The school enjoys the overwhelming support of parents, as illustrated by one parent who wrote, 'a school totally committed to the academic and social development of all pupils.' Under the very good leadership of the headteacher, the school is not happy to rest on its laurels and this, together with a strong track record of tackling weaknesses, suggests that the school is well set for further success.

Attainment when pupils start at the school differs from year to year. Standards vary at the end of Year 2 and Year 6, due in no small part to the small number of pupils assessed and high levels of pupil mobility. The current picture of attainment shows that standards are in line with national expectations in the Foundation Stage and at an average level in Years 2 and 6. Writing standards are improving but this is work in progress. The important feature is that across the school, pupils of all abilities are achieving well given their differing but often relatively low starting points. Much of this is due to the consistently good teaching and curriculum provision on offer, which starts in the Foundation Stage and continues through to Year 6. Teaching is fun, vibrant and challenging in equal measures and the tremendous relationships across the school help to create a very good learning ethos. Assessment is good and pupils' progress is carefully monitored.

Pupils' personal development is good and aspects excellent. This is mostly because staff offer effective care, guidance and support to pupils. The pupils' behaviour is outstanding and they are great ambassadors for the school. Pupils love coming to school and make telling contributions to the school and village community. Attendance is good. Their knowledge of what is needed to keep safe is good and their awareness of nurturing good health and keeping fit, excellent. Key basic skills and qualities to equip pupils for their future lives are developed well but there is scope for enhancing pupils' skills as independent learners and for pupils to take more responsibility for setting their own targets. The curriculum is packed with a wide array of learning opportunities that enthuse the pupils and, together with the high levels of pastoral care on offer, help pupils to leave the school as confident and well motivated individuals.

Good leadership and management lie at the core of the school's success, with the headteacher playing a pivotal role. She is well supported by other key staff. A strong sense of team spirit and community cohesion wraps around the school with a shared commitment to setting the bar higher to make the school an even better place. Governors play their part too by being both supportive and proactive in evaluating the effectiveness of the school. The school gives good value for money.

What the school should do to improve further

- improve writing standards by providing more planned opportunities for pupils to write across different subjects.
- provide more opportunities and encouragement for pupils to develop as independent learners and for them to play a more active role in setting and reviewing their own targets.

Achievement and standards

Grade: 2

Only a small number of pupils are assessed each year. Attainment on entry varies significantly from year-to-year but is never higher than national expectations and is often below. Pupil mobility is a significant issue and a high percentage of pupils do not spend their full educational lives at the school, with a number of pupils arriving in Years 5 and 6. Standards at the end of the Reception year are in line with national expectations and are currently average by the end of Year 2 and Year 6 with scope for improving writing standards. The school's rigorous assessment procedures clearly demonstrated that across the school, pupils of all abilities, including those with learning difficulties and disabilities, pupils from differing ethnic minorities and looked after children, make good progress and achieve well. This is particularly true for pupils that spend longer at the school. Much of this is due to good teaching, a vibrant curriculum and challenging target setting, which all help pupils to flourish.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good with some outstanding features. Pupils' behaviour in lessons and around the school is exemplary and they show genuine concern and respect for one another. Pupils thoroughly enjoy school and this is reflected in the above average attendance, although at times they do not seize the mantle of taking responsibility and initiative for their own learning. Pupils have a good knowledge of different faiths and cultures. Links with European schools have given them an incisive insight into the wider world. Pupils are reflective, caring individuals who demonstrate a strong awareness of right and wrong and add much to the family ethos that wraps around the school. Their awareness of what is needed to live healthy lives is excellent and evident through the Healthy Schools Award, pupil involvement in The Heart Start scheme, where they have learned basic resuscitation techniques, and the monitoring of food in lunchboxes! Pupils know what is needed to keep safe, are well grounded in managing risks in their lives and are always willing to contribute to the school and local community through fundraising and, for example, attending weekly lunches with villagers. Pupils are gaining a good range of skills that will help them in their future lives, although they are not yet tested out enough in challenging enterprise initiatives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and contribute much to how well pupils achieve. Across the school, relationships are excellent and pupils know that their contributions will be valued. Lessons are often laced with good fun and humour and learning is seen as an enjoyable journey where pupils are ready to take on the challenges that teaching sets for them. Very good use is made of computers and interactive whiteboards to bring learning springing to life although, on occasions, pupils are not asked to take enough initiative or independence for their own learning. Teaching assistants make a valued contribution to pupils' progress and achievement. The school collects a good deal of accurate assessment data and this is used well by teachers to track pupils' progress and quickly spot and tackle any underachievement. Marking of pupils'

work is frequent and is at its best when concise and succinct pointers for improvement are clearly stated.

Curriculum and other activities

Grade: 2

The curriculum is good. Pupils' literacy and numeracy skills are developed well although opportunities to develop writing skills in other subjects are not capitalised on enough. Conversely, pupils' computer skills are tested out very well across the curriculum. Good provision is made for pupils to develop investigative and problem solving skills in science and mathematics and the school has recently added to the breadth of the curriculum by the teaching of French. Pupils with learning difficulties and disabilities and looked after children are provided for and supported well. Good enrichment opportunities add much to the quality of learning and pupils' enjoyment through visits, visitors, links with schools both locally and abroad and after school clubs which vary from dance to pottery and circus skills to journalism. The school goes more than the extra-mile in helping pupils to recognise the importance of keeping fit and healthy and makes good use of the local community to add to pupils' learning experiences.

Care, guidance and support

Grade: 2

The headteacher and the staff know the pupils very well and high levels of care help the pupils to feel valued and safe, with pupils pointing out, 'our voices are always listened to.' Pupils' individuality is celebrated and they know that there is always someone on hand if they have any concerns. Safeguarding and child protection procedures are secure. The headteacher has established strong and effective links with outside support agencies and these, together with the robust support procedures within school, mean that help can be called on for any pupils experiencing learning and emotional difficulties or for looked after children. Pupils settle into the school quickly and move to secondary schools smoothly because of good quality induction and transfer arrangements. Pupils' academic development is monitored well and pupils are starting to gain a better awareness of their individual targets. However, their involvement in setting and reviewing their own targets is not yet embedded in school practice.

Leadership and management

Grade: 2

Leadership and management of the school are good and are firmly focused on ensuring all pupils achieve well. Improvement since the last inspection has been good because issues identified were tackled. The headteacher leads and manages the school very well and she balances her teaching and leadership roles effectively. She has helped to create a very strong team spirit. The headteacher has a clear picture of the school's strengths and weaknesses and this is reflected in the accurate self-evaluation. She and the other full-time teacher work together very well in sharing the heavy load of subject responsibilities between them and through regular lesson observations, data analysis and sampling of pupils' work they have a good grasp of standards and how well individual pupils are achieving. However, outcomes of observations and samplings are not always formally recorded. Governance of the school is good because governors are supportive yet challenging of the performance of the school and most make regular formal visits which give them a good insight into the quality of education that is on offer.

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Annex A

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 1 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

30 April 2007

Dear Children

Inspection of Marschapel Primary School, Sea Dyke way, Marshchapel, Grimsby, DN36 5SX.

Thank you for making me so welcome when I recently visited your school. I thoroughly enjoyed my day at your school and this letter is to tell you what I thought about the school and how I think it could be even better.

I had the chance to talk with many of you, to see some lessons, watch break times and to join in with your assembly. It was good to hear how much you enjoy school, about the wide range of after school clubs, how you feel that staff always listen to your views and that bullying is not an issue at Marshchapel.

You will be pleased to hear, that like you, I think that Marshchapel is a good school. Good teaching throughout the school helps you all to make good progress and achieve well. Your headteacher runs the school very well and all the staff work very hard at helping you to enjoy school, at keeping safe, fit and healthy and making sure that you feel cared for. An important strength of the school is you! I thought you were great ambassadors for the school and your behaviour was outstanding! You are all very polite and always ready to help one another, as well as being respectful to all the adults in school. I have made some suggestions as to how Mrs Aldridge and the staff can make the school even better. I have asked teachers to carry on improving your writing skills and to encourage you to become more independent learners and for you to set some of your own targets for improvement. You can play a part by continuing to be enthusiastic learners who continue to behave in an excellent manner.

I wish you every success for your future. It was a pleasure and privilege to meet you.

Martin Newell Lead inspector