



# Lisle Marsden CofE Aided Primary School

Inspection Report

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**Unique Reference Number** 131964  
**Local Authority** North East Lincolnshire  
**Inspection number** 293904  
**Inspection dates** 29–30 November 2006  
**Reporting inspector** Cathryn Kirby HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Lansdowne Avenue
<b>School category</b>	Voluntary aided		Grimsby
<b>Age range of pupils</b>	4–11		DN32 0DF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01472 311040
<b>Number on roll (school)</b>	496	<b>Fax number</b>	01472 590390
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Kathryn Bruning
		<b>Headteacher</b>	Mr Greg Marsden
<b>Date of previous school inspection</b>	1 November 2002		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 29–30 November 2006	<b>Inspection number</b> 293904
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Lisle Marsden is the largest primary school in North East Lincolnshire with 496 pupils on roll. It is a voluntary aided Church of England school located in the parish of St Augustine's. The school is situated in an area of average affluence, although around half of the pupils come from some of the more socio-economically deprived areas of Grimsby. The proportions of pupils receiving free school meals, having English as an additional language or from minority ethnic backgrounds are below average. Fewer than average pupils have learning difficulties and/or disabilities, although the proportion with a statement of special educational need is higher. On the same site as the school is Lisle Marsden Childcare Centre. The majority of pre-school children attending the centre transfer to the Foundation Stage provision in the primary school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lisle Marsden is a good school. In this welcoming and stimulating learning environment a caring ethos and good teaching ensure pupils achieve well. By the time pupils reach the end of Key Stage 2 standards are above average in all core subjects and, given their starting points, this represents good progress. Writing remains a relative weakness in an otherwise positive picture of pupils' achievement. Standards in writing lag behind those attained in other areas, although scrutiny of the pupils' work suggests the gap is beginning to narrow. The quality of provision within the Foundation Stage is good. The good leadership of the headteacher has created a 'can do' culture underpinned by high expectations. Parents are overwhelmingly satisfied with the standard of education their children receive. Pupils thoroughly enjoy their school and think it is a 'fun place to be.' The school's self-evaluation is accurate. The outcomes of this process inform the actions in the school's development plan well. The way in which assessment information is used to identify pockets of underperformance in the learning of individuals and groups of pupils is a strength of the school. The use of pupil progress data to inform strategies to support learning and raise standards is well developed. However, systems for monitoring the numerous improvement initiatives particularly in relation to setting timescales for the start and completion of actions are not as rigorous as they could be.

Lisle Marsden is an inclusive school where all pupils, including those with learning difficulties and/or disabilities are well cared for and thrive. Teaching is good overall with some that is outstanding. Imaginative activities and good relationships contribute to the pupils' enjoyment and enthusiasm for learning. In some lessons the more able pupils are not challenged sufficiently well.

The well balanced curriculum is enriched with a range of interesting activities, clubs and visits. A particular strength of the curriculum is the focus on the arts. The work done to create an imaginative outdoor learning area to stimulate interest in a range of environmental issues is outstanding. The school does well to provide an exciting range of experiences to broaden the pupils' cultural horizons. Behaviour in lessons and around the school is good. That pupils enjoy school is reflected in attendance rates consistently above average. Pupils work and play well together and are polite and respectful to each other, their teachers and other adults. Well planned provision results in good personal development. Pupils are well cared for in a safe environment. The school has established effective links to aid smooth transition with both the childcare centre on the same site and the local secondary school. Other external links such as those with environmental and arts organisations benefit pupils by having a positive impact on their personal development.

The school has made satisfactory progress against the actions identified in the last inspection. There has been good progress with a number of new initiatives and the school is well placed to make further improvement. Given that pupils are safe, happy, cared for and achieve well, the school provides good value for money.

## **What the school should do to improve further**

- Sharpen systems to monitor the progress over time of all the actions in the school's development plan.
- Raise standards further in writing particularly in Key Stage 1.
- Ensure that all lessons challenge the more able learners.

## **Achievement and standards**

### **Grade: 2**

Standards on entry are broadly average, although this belies significant variations in pupils' skills and abilities. Standards at the end of Key Stage 2 are above average and improving in English, mathematics and science. When viewed in relation to their starting point pupils make good progress by the age of 11 and are well prepared for secondary school.

The nurturing environment experienced by the children in Reception provides good opportunities for personal and social development, ensuring they are well prepared for Key Stage 1. By the end of the key stage standards are average overall. Pupils have made the most progress in mathematics and the least in writing. Improving writing across the school and particularly in Key Stage 1 is a high priority in the school's improvement work. Evidence from scrutiny of the pupils' work suggests intervention strategies are beginning to make a qualitative difference to writing. The rate of pupils' progress accelerates in Key Stage 2. Provisional results for 2006 show standards were above average and the school exceeded its challenging targets. Around nine out of ten children reached the expected standard for their age in English, mathematics and science. Pupils' performance in science and mathematics improved markedly. Pupils with learning difficulties and/or disabilities are well provided for and supported. They make good progress as a result.

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

### **Grade: 2**

Pupils appreciate the productive relationships enjoyed with their teachers and other pupils. They understand the benefits to be gained from a healthy lifestyle and have very firm views on the sort of healthy and hot lunches they would like and the chance of a healthy tuck shop. They especially appreciate the wide range of after-school clubs and lunchtime activities open to them. Many of these are run with the help of Year 6 pupils. School councillors are proud of what they have done to improve road safety in the vicinity of the school by encouraging more responsible parking amongst parents. All pupils take justifiable pride in the improvements they have made to the school environment, for example, by planting trees and making compost for the school garden from apple cores in their 'Recycling Pig.' Pupils' spiritual, moral, social and cultural development is good. They show a good understanding of global issues through their involvement with a Ugandan village and enjoy a strong link to their church. Their

mature and responsible attitude to social issues such as homelessness prepares them well for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The school has made assessment the corner stone of its strategies for raising standards. The outcomes of assessment are used effectively to track pupils' progress and record their achievements against national benchmarks. The majority of lessons consist of stimulating and varied activities, which engage pupils' enthusiasm, encourage participation and discussion, and enhance their enjoyment in learning. Pupils are given every opportunity to take initiative and be creative, and are encouraged to submit work which reflects their capabilities. However, there is little in the way of systematic structured extension opportunities to ensure that all high attaining pupils are stretched. Support staff are deployed well to help those pupils with learning difficulties and/or disabilities, and at times to enable different levels of group work to take place. A rigorous programme of observations by the leadership team has given a secure view of the quality of learning and teaching, but there is insufficient opportunity for teachers to observe and share best practice between themselves.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, being broad and balanced and meeting statutory requirements. Senior staff have been responsive in adapting the curriculum to address pockets of underachievement. In science, for example, a greater emphasis on a practical approach has resulted in considerable improvement in attainment at the end of Key Stage 2. The excellent facilities in the new information and communication technology (ICT) suite have considerably boosted the support for learning across the school as well as motivating pupils to acquire a high level of technical skill. A wide range of enrichment activities during and after the school day include sport, music and more intellectual and technical pursuits, but fewer opportunities for specialised activities for the more gifted and talented pupils.

### **Care, guidance and support**

#### **Grade: 2**

Staff are highly committed to pupils' welfare and safety and appropriately trained in safeguarding children. Good systems are in place so that risks are assessed and pupils' well-being assured. Pupils feel safe and have confidence in staff to look after them well. They know who to confide in when upset. Parents are pleased about the level of care the school offers, but share pupils' concerns that there is no provision for hot school meals. There is good support for pupils with learning difficulties and/or

disabilities so that they are fully included in school life. Children get off to a good start in the Reception year because of the care taken to ensure they are settled into the pattern of the school day. Pupils' progress is very carefully tracked and recorded. Parents are kept informed. The use of assessment clearly identifies pockets of weakness in pupils' progress, but does not consistently monitor the progress of actions taken to remedy those weaknesses.

## **Leadership and management**

### **Grade: 2**

The headteacher knows the school well. His good leadership gives a clear direction to the school's development work. He uses pupil performance data very effectively to identify areas for improvement and to set individual targets. His high expectations are shared by staff and the further raising of standards underpins much of the school's work. The deputy headteacher has been instrumental in creating a curriculum enriched with opportunities to develop the pupils as well informed young people. Subject coordinators have risen well to the challenge of increased responsibility for their subjects and their role in monitoring the quality of provision is developing. Whilst progress against the areas for improvement at the last inspection is satisfactory, the school has made good progress in developing ICT provision and enhancing the breadth of the curriculum through enrichment.

The actions in the school's development plan are appropriate and based on thoughtful self-evaluation. However, because many of the actions are ongoing it is not always easy for managers to check their progress over time, identify slippage or hold middle leaders to account against agreed timescales throughout the school year. Governors support the school well. The chair of governors has a clear understanding of the school's strengths and weaknesses and priorities for future development work. However, governors could take a more active role in monitoring the progress of the development plan.

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## Inspection judgements

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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2
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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
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

Lisle Marsden CofE Aided Primary School

Lansdowne Avenue

Grimsby

DN32 0DF

29 November 2006

Dear Children

Thank you for being so friendly and polite when we came to visit your school recently. We enjoyed meeting you and your teachers. You behave very well and are a credit to your school.

Lisle Marsden is a good school. You do well because your teachers and all the adults in school take good care of you and work hard to help you learn. Your school building is a bright and friendly place. You are lucky to have such attractive classrooms to work in and new computers to help you learn. The 'outside classroom' area is very impressive! I'm sure you will all enjoy learning about the outdoors environment.

Mr Marsden and your teachers have done a good job to make your school an even better place! Your writing skills are improving because of the good work your teachers do and your enthusiasm for learning!

You enjoy coming to school. You told us you like and trust your teachers. Many of you take on responsibilities that make a positive contribution to the daily life of your school. Your school does a good job in helping you develop the important skills needed to become responsible citizens who make a positive contribution to their community.

We have asked Mr Marsden and your teachers to make your school even better by:

- checking carefully that all the things your teachers plan to help you do well are happening and are making a difference
- helping you to improve your writing skills even more
- pushing some of you a little harder so that you do even better in tests.

Best wishes

Cathy Kirby

Her Majesty's Inspector of Schools