

# Marfleet Primary School

## Inspection report

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<b>Unique Reference Number</b>	117801
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	301689
<b>Inspection date</b>	24 April 2007
<b>Reporting inspector</b>	Geoffrey Yates

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Dennett
<b>Headteacher</b>	Mrs Pam Sutcliffe
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Marfleet Lane Hull HU9 5RJ
<b>Telephone number</b>	01482 781943
<b>Fax number</b>	0000

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than most primary schools. It serves an inner city area. The proportion of pupils with learning difficulties and/or disabilities is above average. An average number of pupils receive free school meals. Nearly all the pupils are from a White British heritage; there are no pupils at an early stage of learning to speak English.

## 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 a good school with outstanding features in the quality of care it provides and in the pupils' personal development. Its overall self-evaluation is accurate. The main reason for the school's success is its never changing focus on ensuring that every child matters. For example, weaknesses in pupils' speaking skills have been addressed very well. The long serving headteacher has been highly successful in ensuring that the school has moved from strength to strength. As a result, the school is highly respected in its community; with parents very satisfied with all it provides. One parent commented, 'I would just like to say that Marfleet is the best primary school.'

Children start school with levels of attainment that are well below national expectations. They make good progress in the Foundation Stage because they feel safe, secure and the quality of teaching is good. They continue to make good progress in the rest of the school because the teaching is well focused on ensuring pupils of all abilities make the progress they should. However, in Years 1 and 2 standards in writing are well below average. By the time pupils leave in Year 6, standards are in line with the national average and have been so for a number of years. In two out of the last three years, the school has been in the top 10% nationally for adding educational value. The school's tracking data and inspection evidence shows that the current Year 6 pupils are well set to meet their challenging targets.

Pupils are proud of their school and enjoy all it provides. Attendance levels are above average. Pupils have very positive attitudes and an enthusiastic approach to their work. Behaviour is outstanding and pupils are very friendly. Excellent attention is given to keeping pupils safe and healthy; they are keen to keep fit and enjoy using the adventure play facilities. They take their responsibilities seriously; for example, as 'Marfleet Mates' or school council members. Pupils grow in confidence and independence and these qualities, combined with their academic skills, ensure that they are well prepared for the future.

Teaching and learning are good and classroom assistants provide good support. Lessons are well managed and run smoothly. A variety of activities capture pupils' enthusiasm. In the very best lessons, as seen in Year 6, the pace is brisk, tasks are challenging and learning is most effective. Throughout the school, high quality care means pupils feel very safe and secure and this helps to promote good progress. The curriculum is of good quality with strengths in the richness of special weeks such as 'Slavery Week' and in school clubs and visits.

Leadership and management are good. The well respected headteacher provides outstanding leadership. With the support of her staff she has resolutely fashioned a strategy that has ensured that the school has continued to be successful. Staff are developing their leadership roles well and governors have a good overview of the school. The school has a good capacity to improve further and provides good value for money.

### What the school should do to improve further

- Improve writing standards in Key Stage 1, particularly for higher attaining pupils.

## Achievement and standards

### Grade: 2

Pupils of all abilities achieve well and make good progress in lessons. Overall standards are broadly average. A major strength of the school is the progress pupils make in developing their

speaking and listening skills. As children enter the Foundation Stage, many lack confidence in speaking and explaining their ideas. By the time they leave in Year 6, most pupils are articulate and willing to give their opinions. This very good progress is a result of the school's emphasis on developing these skills.

Children start school with levels of attainment well below those expected for their ages. Despite good progress in the Foundation Stage, they do not attain the expected early learning goals by the time they start Year 1.

Standards are rising in Key Stage 1. By the end of Year 2 they are close to the national average in reading and mathematics. Although pupils mostly make satisfactory progress in writing, progress is slower than that seen in reading and mathematics, particularly for higher attaining pupils. Standards in writing are significantly below those expected at the beginning of Year 1 and are therefore still well below average by the end of Year 2.

In Year 6 in 2006, overall standards were not as high as in previous years because of the high number of pupils with learning difficulties and/or disabilities in the age group. However, the targets set by the school were met in English and mathematics. The targets set in the current year are challenging but the school's assessment information and inspection evidence shows that the targets are likely to be met and that pupils are making good progress and overcoming weaknesses in writing seen in Key Stage 1. Pupils' achievement is good because the school regularly tracks their progress and makes effective provision to support those who are not making the expected progress.

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

### **Grade: 1**

Pupils are very proud of their school and above average attendance figures bear testimony to how much they like school. Outstanding personal development and a real enthusiasm for learning are key reasons why the pupils do well in school. They are welcoming to visitors and very polite. All activities such as the breakfast club are well supported and pupils take full advantage of activities such as the games club at lunch-times. They know why physical exercise is important. They feel safe and secure because they know that adults will help them if they have a problem.

Pupils' spiritual, moral, social and cultural development is excellent. They have a very good understanding of the need to help those less fortunate. They demonstrate tremendous empathy with the plight of slaves, which they learned about through a well planned topic on William Wilberforce. Behaviour is excellent and the 'Marfleet Mates' help to ensure that everyone gets on well in the playground. A particular strength is the pupils' feeling of ownership of their school, which makes it a very close knit community. The school council make an effective contribution to this excellent ethos by giving the pupils a voice in the running of the school. The emphasis placed on developing pupils' basic skills ensures that pupils are prepared very well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with outstanding practice in Year 6. The strengths in teaching include relationships with pupils and effective management of learning to ensure time is used

well. All members of staff provide plenty of opportunities for pupils to use their speaking and listening skills and, as a result, the quality of pupils' learning is enhanced greatly because they are given time to test out and share their ideas. Pupils enjoy lessons because of the variety of activities and this increases their learning. For example, a topic on toys for younger pupils was enhanced by the visit of a theatre group. Teachers prepare lessons well with a well structured sequence of activities, which help lessons to run smoothly. Pupils are clear about what is expected of them. In Year 6, teaching is very challenging and lessons move on at a fast pace. The teacher's quick-fire questioning keeps pupils on their toes and learning is highly effective. Teaching is good in other year groups but occasionally work set can be too ambitious. Teaching assistants provide good guidance and ensure that pupils make good progress. All members of staff make good use of marking, verbal and written, in English and mathematics.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is planned well with an appropriate focus on promoting skills in literacy and numeracy, particularly in Key Stage 2. However, insufficient emphasis is given to providing opportunities for pupils in Key Stage 1, especially the higher attainers, to use and apply their writing across subjects. The curriculum strongly supports the pupils' personal development with many valuable opportunities to promote their well-being. In the Foundation Stage, the children benefit from a very well organised indoor and outdoor environment that stimulates their interest and learning. A key strength of the curriculum is the many and varied special events, such as 'Science Week' and 'Slavery Week' that support pupils' learning. Their learning is further extended and enriched by well chosen visits, visiting speakers and theatre groups. There is a good range of extra-curricular clubs that pupils enjoy attending.

## **Care, guidance and support**

### **Grade: 1**

The whole ethos of the school is focused on safeguarding pupils and enabling them to achieve as well as they can. Parents are rightly proud of the fact that this is a very caring school. Pupils benefit by being able to attend a free breakfast club and from a daily provision of free fruit and vegetables. All essential safety procedures are carried out. Thorough checks are conducted to see that all those working in the school are suitable. Risk assessments before pupils go on visits are carried out thoroughly. Close links with external agencies enable staff to offer well informed guidance, especially to pupils with learning difficulties and/or disabilities. The school uses academic assessment information very well to track pupils' progress. Pupils understand what they have achieved and what they need to do next and this is helping to accelerate their progress, especially in Years 5 and 6. While assessment procedures are good, the information is not always used well enough to challenge the more able, younger writers.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership, vision and dedication are outstanding. Her partnership with the deputy headteacher is effective in that between them they have the full range of skills needed to lead and manage a successful school. Both are well supported by all members of staff as they strive to ensure that the school moves from strength to strength, not just in raising standards but also in providing the best possible environment for learning within an inclusive

community. Parents and pupils are consulted on a regular basis and their views listened to and acted upon. Subject leaders are developing their skills of monitoring teaching and learning although in subjects such as mathematics it is too early to assess their effectiveness. Rigorous and well focused self-evaluation of strengths and weaknesses is closely linked to the school development plan, which is focused on raising standards. For example, the school is very aware of the need to improve younger pupils' writing standards. Governors are supportive and, because they know the school well, they hold it to account for its performance. Issues from the previous inspection have been successfully addressed. There is no complacency and the school has a good capacity to continue to improve.

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## Annex A

## 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	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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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>	1

<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.

## Annex A

**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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 April 2007

Dear Children

Inspection of Marfleet Primary School, Hull HU9 5RJ

Thank you for the friendly welcome you all gave me when I visited your school recently. I really enjoyed my time with you and seeing some of you in lessons. It was amazing to see the improvements that have been made to the school building. What really impressed me though was the way you have all worked hard to improve your speaking skills.

I promised the school council that I would let you know what I thought. I am pleased to tell you that I agree with you and your parents that your school gives you a good standard of education. You do well in lessons and in tests because you work hard and understand the importance of this for the future. I agree with you that your teachers and other adults make lessons very interesting and that if you need help you get it.

Your behaviour is excellent and I was very impressed with how polite you were. You were all very busy and active at lunchtime and you benefit from large playgrounds and many school clubs. You told me that you feel safe in school and that if problems occur an adult will sort it out quickly when you tell them about it. The school council is busy on your behalf and members enjoy being able to take new things forward to make life better for you. They are rightly proud of the outside play area.

Keep on working hard so you can continue to play a major part in ensuring that your school continues to be highly regarded by all who come into contact with it. There is just one thing I would like the teachers to do for younger pupils; that is to help them to improve their writing skills.

Yours sincerely

Geoffrey Yates

Lead inspector