

Marton and District CofE Aided Primary School

Inspection report - amended

Unique Reference Number	111329
Local Authority	Cheshire
Inspection number	325351
Inspection dates	2–3 February 2009
Reporting inspector	Terence Bond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	231
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sue Furness
Headteacher	Mrs Nevin Deakin
Date of previous school inspection	25 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Marton Macclesfield Cheshire SK11 9HD

Age group	3–11
Inspection dates	2–3 February 2009
Inspection number	325351

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Amended Report Addendum

This is beginning to have a positive impact on learning, and all lessons observed during the inspection were judged to be good or better.

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Introduction

The inspection was carried out by two Additional inspectors.

Description of the school

This is an average sized primary school, situated in a rural area between Congleton and Macclesfield and serving seven ecclesiastical parishes. Many of the pupils are brought to school by privately contracted transport, as they live in a number of surrounding villages. Pupils come from generally favourable social and economic backgrounds and the majority are of White British heritage. There is a small number of pupils who are at an early stage of learning English. The proportion of pupils eligible for free school meals is low. The proportion with learning difficulties and/or disabilities is below average. The school has received a number of external awards including the Activemark, Inclusion Mark, Cheshire Healthy Schools Award, International Schools Award (Foundation Level) and the Eco-Schools Award (Bronze Level).

Following a period of disruption due to staff absences and changes in senior management, a new headteacher was appointed in January 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features in relation to pupils' personal development, the curriculum and the pastoral care provided for pupils. The newly appointed headteacher has quickly begun to establish a shared vision and enthusiasm amongst staff in the drive to bring about improvement.

Children start Nursery with skills that are typical for their age. They make good progress in the Early Years Foundation Stage and Key Stage 1 so that by the end of Year 2, standards are above average. By the end of Year 6, standards remain above average. However, boys do not achieve as well as they could in English and mathematics, especially at the higher levels. Progress during Key Stage 2, while satisfactory overall, has varied due to staffing disruptions. Pupils with learning difficulties and/or disabilities and those learning to speak English receive effective support, which enables them to progress at the same rate as their classmates.

Pupils enjoy coming to school and this is reflected in their good attendance. Pupils' personal development and well-being are good. Pupils contribute well to the school and have a good awareness of the needs of those less fortunate than themselves, as demonstrated by their support for local and national charities. They value the opportunities the school provides for them to develop independence and exercise responsibility, such as being a school councillor. Pupils recognise the importance of exercise in keeping healthy, but their understanding of what constitutes a healthy diet is less well developed.

Pupils' enjoyment of learning and their personal development are well promoted by a good curriculum that includes a wide range of visits and out-of-school activities. The provision to promote pupils' literacy, numeracy and information and communication technology (ICT) skills means that pupils are well prepared for their future economic well-being.

Parents are largely supportive of the school and comment on the 'happy and caring atmosphere', and that the school has 'an air of purpose, momentum and understanding'. A small number of parents expressed concern about staff absences and the period of instability prior to the appointment of the new headteacher. Inspection evidence shows that these concerns were valid because the staffing disruptions affected the continuity of learning for some pupils. Recent developments, including some staff re-organisation and the secondment of an additional experienced deputy headteacher, have stabilised the situation and led to improvements in teaching, the overall quality of which is satisfactory. The school provides a good level of care for its pupils and makes them aware of how they can improve their work.

The quality of school self-evaluation is satisfactory. The school is introducing systems to monitor its performance, but these have not been in place long enough for the impact to be reflected in improved standards and achievement. Similarly, the leadership roles of middle and some senior managers in raising standards and achievement are at an early stage of development. The governing body is keen to be supportive, but governors are still developing their understanding of the self-evaluation process and have yet to use this to monitor the school's effectiveness. Although there are many positive developments the school's capacity to improve is satisfactory because it is too early to judge their impact.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good quality provision enables children in the Early Years Foundation Stage to learn and develop well. Children start in the Nursery with skills typical for their age. They make good progress and by the end of the Reception year the majority meet the expected learning goals and some exceed these. Children's personal, social and emotional development is strong due to the good quality of care and welfare provided by the staff. Children soon become independent learners and readily choose their own activities. Relationships are harmonious and most children concentrate very well, for example, when they draw plans for model houses and construct these with cubes and blocks. The children's ability to match letters and sounds and their early writing skills develop well. Reception children have opportunities to be involved in a good range of activities in the classroom, but there are too few opportunities for them to learn outdoors. Leadership and management of the Early Years Foundation Stage are good, with a sense of teamwork developing well after a period of staffing instability. Procedures to assess children's progress are good.

What the school should do to improve further

- Ensure all pupils in Key Stage 2 achieve well, particularly more able boys in English and mathematics.
- Develop the roles of middle and senior managers and governors in monitoring and evaluating the school's work to raise standards and achievement.
- Increase opportunities for Reception children to learn outdoors.

A small proportion of schools whose overall effectiveness is satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. They make good progress during Key Stage 1 and inspection evidence shows that by the end of Year 2 standards are above average. This is confirmed by the provisional 2008 results for reading, writing and mathematics. Whilst standards are above average by the end of Year 6, the progress made by pupils is only satisfactory. This is mainly due to pupils' learning being adversely affected by past disruptions to staffing. However, past results show a pattern of Key Stage 2 boys not achieving as well as girls in English and mathematics, particularly at the higher levels. Other groups of pupils, for example, those with learning difficulties and/or disabilities and those whose first language is not English, progress at the same rate as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well in class and around school. They enjoy learning and their attendance is above average. Pupils have developed a good awareness of how to keep safe. They report that they feel safe and that bullying is not a concern; they know who to turn to if they do have any problems of this nature. Their politeness and respect for one another is good, but their wider understanding of cultures other than their own is less well developed. The school is aware of the need to improve this aspect. Pupils have

a good awareness of the importance of physical exercise, but are not fully aware of what constitutes a healthy diet. Older pupils contribute well to the life of the school. School councillors have been instrumental in improving lunchtime arrangements for older pupils, making suggestions for charitable events and giving support to younger pupils. Pupils have also met with school councillors from other local schools to exchange ideas and experiences. Pupils develop good basic skills, are conscientious and have good attitudes to working with others.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and improving. A recent review of teachers' planning highlighted a need to plan work more closely to pupils' different abilities. This is beginning to have a positive impact on learning, and all lessons observed during the inspection were judged to be good or better. Positive relationships between pupils and staff promote pupils' personal development well. This results in a positive classroom atmosphere and good behaviour, which promotes purposeful learning. Pupils who find learning more difficult or who need extra help in learning English are well supported by experienced teaching assistants. Resources, such as interactive whiteboards, are used well during some parts of lessons, but are underused during the main activity. As a result, there are few opportunities for pupils to use these valuable resources to support their independent work or for adults to use them when teaching groups.

Curriculum and other activities

Grade: 2

The overall quality of the curriculum has a positive impact upon pupils' enjoyment of learning and their personal development. The curriculum is particularly well enriched through a wide range of visits and visitors. Pupils have access to a range of expertise in sports and craft activities. They also have the opportunity to learn to play a musical instrument and to learn a modern foreign language. The opportunity for older pupils to take part in residential visits extends their range of experiences. There is an appropriate focus on the development of basic skills in literacy and numeracy and pupils are developing as competent and confident users of ICT. The school's emphasis on personal and social education enables pupils to be articulate and confident when talking to adults and speaking to an audience. The school is aware that health education is a particular focus for the future. Staff are starting to revise curriculum plans in order to link subjects and increase pupils' practical and first-hand experiences.

Care, guidance and support

Grade: 2

The quality of pastoral care, guidance and support for pupils is good. Safeguarding procedures meet government requirements. All aspects of child protection, safe recruitment of staff, health and safety, and risk assessments are in place. Staff's good knowledge of individuals enables them to provide good support for vulnerable pupils and those with particular learning needs. Partnerships with agencies to promote pupils' well-being are developing and parents are appreciative of how staff help and look after their children's welfare. The marking of work is good and there are opportunities for pupils to evaluate how well they have mastered a particular skill. There is very good practice in some classes, where teachers are conscientious in suggesting

next steps in learning. Pupils know their targets for learning and best practice is evident in those classes where teachers annotate and date the targets when pupils achieve them. However, this practice is not yet consistent across all classes.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The newly appointed headteacher, together with the senior management team and the staff, are clearly committed to raising standards and achievement for all the pupils. There is an enthusiasm and energy to move the school forward. Subject leaders are beginning to have a greater understanding of their role in raising standards and achievement across the school, but this is at an early stage of development. For example, whilst procedures for tracking pupils' progress are in place, the resulting information is not yet used effectively enough to identify particular areas for development, such as monitoring the progress of Key Stage 2 boys in English and mathematics. Consequently, appropriate actions to help the school meet the challenging targets it sets itself are not identified. Equality of opportunity for all pupils to reach their potential is no better than satisfactory. Governors fulfil statutory requirements and are keen to support the work of the school. However, they have only recently become involved in evaluating the effectiveness and impact of their decisions. The school is satisfactorily meeting its duty to promote community cohesion. It provides a range of opportunities for pupils to become involved with the local community, but opportunities to develop pupils' understanding of the wider and global community are still in the process of development. The school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

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

Inspection of Marton and District CofE Aided Primary School, Macclesfield, SK11 9HD

On behalf of the inspection team, thank you for welcoming us to your school for its recent inspection. You were all very helpful and polite and we really enjoyed talking to you. As you know, we came to see how well the school is doing and how you are all getting along with your learning. We judged Marton primary school to be a satisfactory school with some good features.

We were impressed with your positive attitudes to learning, the way you care for one another and the way in which you carry out your responsibilities. You are also aware of people less fortunate than yourselves and of the different ways you can help them. We were pleased to note all the good opportunities you have for learning, including the interesting trips and out-of-school activities. You have a hardworking staff, led by a new headteacher, who want to improve your school and who have your well-being at the heart of all they do. To make your school even better, we have asked your headteacher, staff and governors to ensure that the good progress made by younger children continues. In particular, we feel that boys in Key Stage 2 could achieve better than they do in English and mathematics. We have also asked your school to ensure that all adults with important responsibilities are involved as much as possible in helping the school to improve. We know the Reception children have lots of very good learning activities in the classroom, but we have asked your school to make sure that they also have plenty of chances to learn outdoors.

Thank you for being so helpful. We hope you carry on enjoying coming to school and helping your teachers make Marton CE primary school an even better place to be.

Best wishes for the future.