

Marton Manor Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 111597 |
| Local Authority | Middlesbrough |
| Inspection number | 325409 |
| Inspection dates | 13–14 January 2009 |
| Reporting inspector | Dean Jackson |

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 | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 0 |
| 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 | Mr Mark O'Donnell |
| Headteacher | Mrs Gerri Howard |
| Date of previous school inspection | 1 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | The Derby Marton Manor Middlesbrough TS7 8RH |
| Telephone number | 01642 285001 |
| Fax number | 01642 285002 |

| | |
|--------------------------|--------------------|
| Age group | 3–11 |
| Inspection dates | 13–14 January 2009 |
| Inspection number | 325409 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Marton Manor Primary School is smaller than average. It is a popular school which attracts pupils from both its immediate locality and from some more disadvantaged communities. The proportion of pupils who experience learning difficulties and/or disabilities is broadly average. The proportion of pupils who have a statement of special educational need is higher than the national average as the school is a designated base for the education of autistic pupils. The proportion of pupils from minority ethnic backgrounds is well below the national average. There is Early Years Foundation Stage (EYFS) provision in the Nursery and Reception classes. A privately managed before and after-school club is available to pupils. The school has achieved a number of external awards including Healthy Schools Gold and the Sportsmark.

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 which has made rapid improvement since it was last inspected. Standards have risen and pupils now achieve well. Strong, shared leadership and management gives the school a real sense of purpose and a determination to make the school as good as possible. The pupils are keen to do well and they talk about their work knowledgeably and confidently. The school makes a good contribution to community cohesion. As more pupils join the school from the wider, more socially disadvantaged local areas, staff work hard to engage pupils and their families in all that school has to offer. Parents are positive about the school, with one expressing a typical comment, 'The school is the centre of the community; well run, well managed.' Pupils enjoy school enormously, with one Year 6 pupil stating that, 'This school is great. The teachers do everything they can to help you and make it fun.'

After making good progress in the EYFS, pupils start Year 1 with average standards. In Key Stages 1 and 2, good progress continues. Standards at Year 2 have typically been average although they were above average in 2008 due to above average standards in writing. Standards at the end of Year 6 were average in 2007, but inspection findings show that in 2008 they rose and are now above average. There are particular strengths in reading and mathematics. Standards in writing are improving and are now close to the national average. Given pupils' lower than typical starting point to school, these results represent good achievement. Pupils with learning difficulties and/or disabilities, taught in the support base, make good progress, both when working in the support base and when they are in their classrooms.

The quality of teaching is good and at times outstanding. Teachers, supported by a good teaching assistant team, manage their classrooms well in order to promote good learning. Interesting tasks are usually provided that engage and motivate pupils. There are particular strengths in the teaching of mathematics with pupils in all classes benefiting from being given frequent opportunities to discuss numerical problems and ideas. The teaching of writing is inconsistent in quality. It is often good and sometimes outstanding but in some lessons it is less effective, particularly in lower Key Stage 2. This results in pupils making uneven progress in writing as they move through the school. Teachers develop pupils' understanding of how to improve their work through good use of discussions. The role of marking in doing this, is not however, exploited enough in all classes. Pupils benefit from a good curriculum. Good opportunities are provided to develop the basic skills of literacy, numeracy and information and communication technology (ICT) using topics that appeal to, and meet the needs of all groups of pupils.

Pupils make good progress in their personal development. Relationships between pupils and teachers are very positive. Behaviour is excellent; pupils listen carefully to their teachers, talk confidently and in a mature manner and try hard with their work. They have an excellent understanding of how to stay safe. Attendance is above the national average. The quality of care the school provides is good. Staff are diligent in making sure that pupils are well cared for and that safeguarding procedures meet current requirements.

The school is managed well and this is recognised and appreciated by parents. The senior management team, led well by the headteacher, provides strong leadership and has moved the school forward briskly since the last inspection. The school's development plans are comprehensive and provide a secure platform for any future improvements. However, the school's own evaluations of the success of its own initiatives lack detail which reduces the

school's effectiveness in identifying the most important areas for further improvement. Governors both support and challenge the school well and carry out their statutory responsibilities conscientiously.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The quality of provision in the EYFS is good. There are some outstanding features. The EYFS leader is particularly strong and her commitment to ongoing improvement is evident. All her team clearly focus on helping children make good progress in their learning and development and in promoting their overall welfare. The newly reorganised accommodation and the decision to take all Reception-age pupils in at the start of the academic year are making a positive impact on progress. Children's levels of development are generally below what is typical for their age when they enter Nursery but achieve well making at least satisfactory and often good progress. They leave Reception with average standards.

Staff carefully teach the routines of working, playing and sharing together, so children develop good attitudes to learning. The indoor environment is attractive with a range of carefully displayed children's work to promote self-esteem. The outdoor facilities are excellent and there is outstanding planning for outdoor learning. Children are well looked after by welcoming, caring and knowledgeable staff who effectively include everyone in planned activities. There is a good balance between adult-led tasks and those that children decide to undertake themselves, which encourages their independence. There are some exciting ways to learn about aspects of other cultures as in the 'Indian restaurant' role-play area, and cooking Indian foods. There are good relationships with staff who are outstanding role models. Assessments of individual children are very effective in informing the next steps in learning. The teaching of letters and sounds is good with plenty of challenge for the more able children.

What the school should do to improve further

- Improve the quality of teaching of writing in lower Key Stage 2 based on the good teaching practice and strategies used in other parts of the school.
- Sharpen school self-evaluation so that areas for future development can be clearly identified.
- Ensure that the quality of marking is consistently good across the school and supports pupils' progress targets.

Achievement and standards

Grade: 2

Achievement and standards have improved since the last inspection. From a below average starting point, pupils make good progress throughout the school. In 2008 unvalidated results at Year 6 indicate that standards were above average in reading and mathematics and were average in writing. Given the starting point to school which is below typical for the children's age, this represents good achievement.

Pupils make substantial gains in the EYFS and enter Key Stage 1 with average standards. Progress in Key Stage 1 is good because of the high quality teaching that pupils receive. This has led to standards in Key Stage 1 improving considerably since the time of the last inspection, particularly in writing where the pupils' performance in 2008 was well above the national average. Standards in reading and mathematics have also improved substantially over the same period. There has been a similar improvement in Key Stage 2, most noticeably in mathematics

and reading. Progress in writing has been slower in lower Key Stage 2. In 2007, standards were broadly average in English, mathematics and science. Unvalidated results for 2008 show that standards were above average with improved results in mathematics and reading. An analysis of pupils' work shows that the present Year 6 pupils' progress is accelerating noticeably in both writing and mathematics. This is because of improved teaching which is making better use of the improved procedures for monitoring and assessing pupils' progress. As a consequence, all groups of children, including the more able and those with learning difficulties and/or disabilities, are generally progressing at a good rate.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Attendance has improved. It is now good reflecting the pupils' enjoyment of learning due to lessons that are interesting and fun. They get on well together and behaviour is excellent in lessons, at breaks and lunchtimes. Pupils work hard and collaborate well together. They are confident that there are adults who will help them if they are worried or upset. They say that bullying is rare but that if it occurs it is swiftly addressed. Pupils have a good understanding of how to stay healthy, for example, making choices from the salad bar at lunchtimes. They know the benefits of exercise and many take the opportunity to be involved in physical activities out of school hours, for example 'Bollywood' dancing. Pupils willingly take on responsibilities for example, as representatives on the school council, play leaders or house captains. The school council gives pupils a voice. It is proud of the part it played in ensuring improvements to toilet areas and playground equipment. Pupils show concern for those less fortunate than themselves and organise a variety of fund raising activities. Pupils' spiritual, moral, social and cultural development is good and is enhanced by links with a school in Swaziland, which successfully helps them understand about aspects of living in Africa today. Opportunities for team work on residential visits, participation in industry projects and the good progress they make in basic skills prepares pupils well for their next stage of education

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and, at times, outstanding. Most lessons are planned well and provide pupils with interesting and exciting opportunities to learn. As a result, there is a calm but busy working atmosphere and pupils' excellent behaviour is managed with a minimum of fuss. The teaching of writing is improving and pupils enjoy using the interesting and well structured methods they are learning to make their writing even better. These methods, however, are less apparent in lower Key Stage 2 and progress there in writing is slower than other classes. The teaching of mathematics benefits from the numerous opportunities that pupils are given in lessons to discuss their work with each other in order to clarify their understanding of concepts. Teachers make their expectations very clear and pupils respond well by concentrating hard and trying their best to meet the targets they have been set. Most lessons move along at a good rate and, where the teaching is outstanding, the high expectations and very well structured activities generate a swift pace of learning that pupils thoroughly enjoy. The work for pupils with learning difficulties and/or disabilities is matched carefully to their needs both in the Support Base and in mainstream classrooms. This, and the effective guidance pupils receive from skilled teaching assistants, whose well planned, targeted support makes a valuable contribution to learning,

ensures that all pupils with learning difficulties and/or disabilities are included fully in lessons and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. Recent improvements have been well managed and appropriately targeted to ensure that the curriculum closely matches pupils' needs. Pupils are provided with a wide range of experiences which promote their interests well. Good attention is paid to the development of pupils' literacy, numeracy and information and communication technology skills. The curriculum is monitored carefully to ensure that all pupils are benefiting equally. For example, teaching staff decide on topics and resources carefully so that they catch boys' interests as well as engaging the girls. Links between subjects are increasingly being established to make lessons more enjoyable and to further encourage pupil involvement. The Support Base provides a personalised curriculum for all children both when they are in the base or back in their classroom. Using a well planned programme of first hand experiences and specialist visitors, the curriculum promotes pupils' personal development and an increasing awareness of how to be responsible citizens, both locally and globally. Pupils benefit from a good range of extra-curricular activities, residential visits and regular trips to places of educational interest in order to enrich their experiences.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Appropriate systems and procedures are in place to ensure pupils' safety including meeting the requirements of safeguarding pupils. A high priority is given to providing help in the Support Base for pupils who experience social, emotional or learning difficulties. The sensitive use of teaching assistants in class also helps make a positive impact on progress and attitudes to learning of any pupils experiencing problems in school. Close partnership with outside agencies further contributes to providing well targeted support for this group of pupils. Effective support helps to improve the attitudes to learning of the minority of pupils with emotional or behavioural difficulties, so lessons are not disrupted.

Academic guidance and support is good. The school has a wealth of data which is used to track pupils' progress and highlights those whose progress may be stalling. Marking in books usually congratulates pupils about how well they are doing. However, there are inconsistencies across the school in the use of marking to help pupils improve their work and make progress towards their next learning target. Individual education and care plans for pupils with learning difficulties and/or disabilities have useful, precise targets that are regularly reviewed.

Leadership and management

Grade: 2

The leadership and management, including governance, are good. The headteacher, ably supported by the assistant headteacher and other senior staff, provides the school with the drive that has brought about rapid improvement since the last inspection. A rigorously implemented programme of development has resulted in good progress in the last three years and has created sharper systems of monitoring and accountability for all staff. This has had a strong and positive impact on teaching, learning and pupils' progress. The management team

are enthusiastic about the work they do and are eager to turn the positive trend of rising standards and achievement into one of sustained improvement. The school improvement plan is good in identifying the most pressing priorities for the school and setting challenging and clear targets for improvement. Although leaders have a clear vision of the school's broad priorities for improvement, lack of sharpness in self evaluation means that criteria for success are not always explicit enough.

Pupils' achievement is much improved and standards are continuing to rise. Confidence in the school has increased and the demand for places from outside the immediate catchment area has grown. The school's capacity for future improvement is good. Through the inclusive atmosphere it promotes and its many links, mainly local but with some further afield, for example with Swaziland, the school promotes community cohesion well. The creation of the Support Base has been managed well and, in a relatively short time, has started to make a major contribution in supporting pupils who find learning difficult. Governors are increasingly well informed, play a full and active part in the life of the school and take their management responsibilities seriously.

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

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 |
|---|----------------|

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 |
| 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? | 2 |
| The capacity to make any necessary improvements | 2 |

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? | 2 |
| The standards ¹ 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/or disabilities make progress | 2 |

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 | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

| | |
|--|-----|
| 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 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**

15 January 2009

Dear Pupils

Inspection of Marton Manor Primary School, Middlesbrough, TS7 8RH

Thank you for making us so welcome when we visited your school recently. We enjoyed talking to you, looking at your work and finding out about what you enjoy doing in school. We know that you think Marton Manor is a good school and, having spent two days at your school, we agree with you. Your behaviour is excellent, you enjoy your work and you try hard to look after each other. We particularly enjoyed watching you all do your 'Energizer' exercises at the end of each assembly and it was great to see all the adults join in!

We think that your school is well led and managed so that everyone at Marton Manor, from the teachers and classroom assistants to the caretaker, works hard to make sure that you are safe and well cared for in school. All the adults in school are helping you to reach standards in your work that are becoming higher than those in other schools by the time you leave Marton Manor.

We have asked the teachers to do three things to help make your school even better.

- When they mark your books, write comments that tell you what you need to do next to improve your work and reach your targets.
- Help you to be better writers as you move through Key Stage 2.
- Look really closely at how well things are going in the school, so that they can say exactly what the school needs to do to get even better.

You can help by continuing to work hard and by helping your teachers with the things that we have asked them to do.

We wish you every success in the future.

Yours sincerely

Dean Jackson

Lead inspector (on behalf of the team)