

# Martongate Primary School

## Inspection report

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<b>Unique Reference Number</b>	117886
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326706
<b>Inspection dates</b>	11–12 December 2008
<b>Reporting inspector</b>	Mr Geoffrey Yates

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	407
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Zoe Messenger
<b>Headteacher</b>	Mr David Carruthers
<b>Date of previous school inspection</b>	1 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Martongate Bridlington YO16 6YD
<b>Telephone number</b>	01262 673975
<b>Fax number</b>	01262 401352

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<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 December 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is of an above average size for primary schools nationally. It serves an area of mostly private housing situated just outside the town centre of Bridlington. The proportion of pupils with learning difficulties and/or disabilities is below average. A below average number of pupils receive free school meals. The school does have Early Years Foundation Stage (EYFS) provision in the Reception class. It has achieved many awards including the Sports Activemark Gold award.

## 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 which is beginning to improve under the good leadership of the headteacher. He has won the support of staff and governors and has the vision and determination to achieve higher academic standards. The main strengths of the school are the curriculum, pupils' personal development and the attention given to pupils' welfare. Most parents are highly supportive of the school. They say that 'The school is a very friendly school' and that 'The headteacher is making it better.'

Pupils' achievement is satisfactory and standards are average by the time pupils leave in Year 6. By the end of Year 2 standards are usually average, though they dipped in 2008 to below average, mainly because of unavoidable staff absence. Inspection evidence shows that current standards are in line with national expectations. In Key Stage 2, progress is satisfactory and standards are broadly average in English, mathematics and science. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the appropriate support they receive in class.

Pupils' personal development is good. Pupils have a good understanding of the need to keep fit and well and to eat healthily. Their above average attendance and the high level of involvement in extra-curricular activities, such as sporting activities, indicate how much they like school. One pupil commented, 'I really enjoy taking part in sport with my friends.' Through the school council, pupils make a positive contribution to the school community. Pupils say they feel safe at school and they show a high degree of care for each other. In recent years, a small number of pupils have not behaved as well as they might. This year, as a direct result of the headteacher's focus on improving pupils' behaviour and of staff following the revised behaviour policy, there has been a marked reduction in exclusions and behaviour is now good.

Teaching is satisfactory, with some examples of good practice. All staff have good relationships with pupils and classes are managed well. In good lessons, pupils have clear objectives so that they clearly understand what they need to learn. In satisfactory lessons, teachers do not make effective use of assessments to tailor work to pupils' individual needs, especially more able pupils. The result is pupils in these classes make less rapid progress in their learning than in others. In some classes pupils are sometimes unsure about what they need to do to improve because teachers' marking does not always give clear advice. Inconsistencies in the quality of teaching across the school prevent pupils from making sustained good progress.

The good quality curriculum receive places an appropriate emphasis on developing basic skills and links are increasingly being made between subjects. For example, a visit to the North and South cliffs of Bridlington enabled pupils to use a range of skills to further their knowledge about the local area. Pupils are rightly proud of the work they have produced. There is a very good range of extra curricular activities that enhances curriculum provision very well. The pastoral care of pupils is good. Staff know individual pupils well and ensure that their welfare needs are met effectively.

Leadership, management and governance are satisfactory. The headteacher provides good leadership and management and is supported well by his leadership team. He has identified the right priorities to move the school forward. Good systems have been put in place to improve the tracking of pupils' progress but resultant information is only beginning to have an impact on their achievement. Subject leaders are developing their roles but at present have too little accountability for raising standards. Self-evaluation is largely accurate. The work of the

supportive governing body is appreciated by the school. The school has a satisfactory capacity to improve because of the clear direction by the headteacher, the willingness of staff to embrace change and the improvements already made in, for example, pupils' behaviour and the assessment systems. It provides satisfactory value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The good partnership between teachers and teaching assistants and with parents ensures children get off to a good start in a learning environment which is warm, welcoming and friendly. Adults provide a good level of care and support to ensure the welfare of all children. Children's personal, social and emotional development is good as evidenced by their good social interaction with their peers and adults. Most children enter the EYFS with skills and knowledge typical for their age, especially in communication and language skills. By the time they enter Year 1, they reach average standards. The EYFS is well led and managed. Good teaching and an exciting curriculum that ensures good use of both the inside and outside areas enable all children to make good progress. For example, in the outside area a group of pupils not only enjoy playing skittles (using plastic bottles filled with coloured water) but also recorded on a whiteboard the number of bottles they knocked down and then discussed who had 'scored' the most. Activities are very well planned. They include a good balance between activities led by adults and those chosen by the children. They meet the needs of the children well. Occasionally, staff miss opportunities to intervene in pupils' learning to help them make even better progress.

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

- Improve the quality of teaching to good so that learning moves at a brisk pace in all classes.
- Ensure that assessment information is used effectively to plan the next stages in learning for pupils of all abilities, including the more able.
- Strengthen the accountability of subject leaders for raising standards.

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

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average and pupils' achievement is satisfactory. In the teacher assessments in 2008, standards dipped at the end of Year 2 to below average. School data and inspection evidence indicate that this year standards are average in reading, writing and mathematics. In Year 6, results in the national tests have been average in English, mathematics and science in recent years. However, more able pupils do less well in English, with fewer than expected reaching the higher level. This is because insufficient use is made of assessment data to ensure work is suitably challenging for all pupils. Accurate teacher assessments indicate that most Year 6 pupils are well placed to attain at the expected level in the national tests. The proportion anticipated to attain at the higher levels is likely to be less than a possible average. Pupils with learning difficulties and/or disabilities benefit from close support which ensures satisfactory achievement.

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

### **Grade: 2**

Pupils are happy and keen to come to school. This is reflected in their good attendance. They are willing to take on responsibilities around school such as play leaders, road safety officers, school council members or playground buddies. During the inspection younger pupils particularly enjoyed participating in a Christmas school production. Older pupils said, 'We are proud of our school', and another group added, 'And are famous for our sport.' Behaviour is good. Pupils are insistent that they feel safe, that bullying is rare and that, if it does occur, it is quickly addressed by teachers. Their spiritual, moral, social and cultural development is good. They are especially respectful of each others' feelings and, although acknowledging that 'perhaps we should go to more places to find out about people who are not like us', they are tolerant of differences. Pupils understand the importance of a healthy lifestyle and appreciate the provision amongst younger pupils for fruit at break-times. Pupils have good personal qualities and the ability to work well together. They are satisfactorily prepared for the next stage of their education and for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and there are examples of good practice throughout the school. Teaching and learning are good in the classes where the teacher is very clear about learning outcomes. Where this occurs expectations are high and work is challenging, tasks are well matched to pupils' learning needs and pupils are motivated to learn. Teaching is less successful when planning does not effectively build on previous learning and does not match the work well enough to challenge pupils of different abilities sufficiently. Too often in these classes lesson plans do not provide different tasks and activities for the full range of abilities in the class. Class teaching assistants provide good support and often use their initiative well to sustain pupils' learning. The quality of marking is improving, with some teachers giving clear pointers on how to improve, but there is some inconsistency so that some pupils do not know what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The school places great emphasis upon the teaching of basic skills in literacy and numeracy in an effort to raise standards of attainment further. The provision for teaching information communication technology (ICT) has improved and is good. It is used effectively across the curriculum to enhance pupils' learning in other subjects. Good opportunities are provided for pupils' personal development. The school provides a very good range of thriving out of school clubs and activities, including choir, orchestra, drama, chess and a very wide range of sporting activities. These clubs are well attended; they enhance the learning opportunities for pupils and encourage them to be fit and healthy. Educational visits and visitors to school enrich the curriculum for many pupils. During the inspection a specialist teacher demonstrated how food was prepared in Ancient Rome as part of a class project on Roman history. Pupils were amazed to discover that tomatoes were not used because the Romans were not aware they existed! The residential visits to outdoor education centres for older pupils help to develop their independence. Themed weeks broaden pupil's knowledge and understanding of other cultures.

## Care, guidance and support

### Grade: 3

Pastoral care is a strength in the school. Arrangements for safeguarding are in place and are robust. Although pupils are confident that they can go to most members of staff if they need support, they especially value the safe havens provided by the pastoral intervention worker and the assistant headteachers at all times of the school day. The small number of looked after children receive good support. The school has strong links with outside agencies and uses these to initiate specific support programmes for individual pupils. In this way behaviour and attendance have improved, although the school is still working hard to persuade some parents not to take their children away on holiday in term time. Academic guidance is satisfactory. The school is working to ensure that guidance is consistently well used to improve the rate of learning. However, there is still inconsistency in the use of the information from assessments, in the quality and effectiveness of marking and in the use of targets to raise standards.

## Leadership and management

### Grade: 3

The headteacher, senior staff and governors are committed to ensuring every pupil does as well as they should. The headteacher leads the school well with the support of the leadership team. He has ensured that pupils are valued as individuals and that they have access to a good range of learning experiences. Communications with parents are very good and parents think very highly of the school. The school works hard to involve pupils both in the local community and the community beyond school. It makes a satisfactory contribution to community cohesion. There have been improvements recently in the way the school tracks and measures pupils' progress and makes use of this information to set challenging targets. However, these are not yet sufficiently well established to impact on pupils' standards. Systems to monitor and evaluate the quality of provision are adequate and the school has a mostly accurate view of its strengths and weaknesses. Subject leaders have begun to have a monitoring role, but this needs to develop further so that it has an impact on improving standards and provision. Governors contribute supportively to school leadership and management. Progress since the previous inspection has been satisfactory overall.

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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	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?	2
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 <sup>1</sup> reached by learners	3
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	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	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

14 December 2008

Dear Pupils

Inspection of Martongate Primary School, East Riding of Yorkshire,

YO16 6YD

Thank you for helping me during my recent visit. I enjoyed meeting you and finding out about your work and the activities outside of lessons. I found that your school provides you with a satisfactory standard of education and that you do some very exciting things. I particularly enjoyed watching the younger children performing their Christmas play so very well in front of a large audience of parents. I also enjoyed talking to a group of older pupils about the work they had done as part of a project on the local coastline. The pupils were really good ambassadors for your school in that they were very polite and friendly. Your parents agree with me that your school is a very happy and safe place.

These are the things that are particularly strong in your school:

- Your headteacher provides good leadership and management.
- The younger children get off to a good start in the Reception class.
- You are all developing good attitudes towards your work and towards each other.
- You are very polite and your behaviour is good.
- All members of staff look after and care for you very well.
- You are provided with a very good range of after school activities.

There are a few ways in which your school could be even better. There are good teachers in your school and I have asked that their knowledge and experience is used to improve teaching throughout the school. The school has plenty of information about how well you are doing and I would like this information to be used more effectively in ensuring you all make the best possible progress. Also, I have asked teachers who have responsibility for the subjects you learn to make sure you are given interesting and challenging learning experiences.

Very best wishes

Geoffrey Yates

Lead inspector