

# Marine Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	108675
<b>Local Authority</b>	South Tyneside
<b>Inspection number</b>	337118
<b>Inspection dates</b>	11–12 January 2010
<b>Reporting inspector</b>	Graeme Clarke

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 of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr John Anglin
<b>Headteacher</b>	Mrs Allison Burden
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Hatfield Square Woodbine Estate South Shields NE33 2RD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 7 teachers and around 50% of the time was spent looking at pupils' learning. The inspectors made extended visits to nine lessons as well as short visits to all classes and held meetings with governors, staff and a group of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also looked at 13 questionnaires returned by parents and carers as well as three questionnaires from staff and 45 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current attainment and progress in writing in Key Stage 1 and in mathematics, especially in Key Stage 2
- the extent to which the new skills-based curriculum is helping address issues of improving attainment in writing and mathematics, and making appropriate provision for higher attaining pupils throughout the school
- the work of the recently reconstituted leadership team and governing body in relation to improving pupils' performance
- progress made by children in the Early Years Foundation Stage in recent years.

## Information about the school

The school is smaller than average. The proportion of pupils eligible for free school meals is well above average. A much higher than average proportion of pupils is from minority ethnic backgrounds, mostly of Bangladeshi origin. Almost two thirds of pupils are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities including those with a statement of need is well above average. Early Years Foundation Stage provision is in the Nursery and Reception classes within the main school building. The school now manages a Children's Centre next to it. This provides registered childcare for children from birth up to five-years-old. The school has achieved the Healthy Schools Award as well as the Activemark, Sports mark, Sports Partnership and Football Association Chartermark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Some aspects of its work are good, in particular the effectiveness of the Early Years Foundation Stage, the recently redesigned curriculum and the quality of care, guidance and support given to all pupils.

When children enter the Nursery their skills and knowledge are exceptionally low for their age and many speak very little or no English at all. In relation to their starting points by the end of Year 6, pupils make good progress, although attainment remains low overall. Pupils' achievement is therefore satisfactory. Very successful and well-targeted support ensures the high proportion of pupils who cannot speak English when they join the school, and the high proportion who have special educational needs and/or disabilities, are helped to make good progress. As a result of successful initiatives to improve reading and writing, there was a marked improvement in the test results in English in 2009 to below average and the school greatly exceeded its challenging target. This represented very good progress in English for these pupils. Attainment in mathematics was well below average, although progress was good and targets exceeded. This picture of attainment in English and mathematics continues for current pupils.

Excellent arrangements to safeguard the welfare of pupils lead them to feel extremely safe. All pupils get along well together and good behaviour prevails. Pupils are very aware of the importance of a healthy lifestyle. Pupils willingly contribute in many ways to their school and local community. Taken together, their spiritual, moral, social and cultural development is good.

Teaching is satisfactory overall. The most effective teaching leads pupils to make good progress in reading and writing and, in partnership with support staff and outside agencies, to enable pupils learning English and those with special educational needs and/or disabilities to also make good progress. Teaching in mathematics is satisfactory. This is because teachers' knowledge of the subject is not sharp enough to help pupils build effectively on their previous learning to promote higher standards. The curriculum has been revised to give a particularly strong emphasis on developing reading, writing, and information and communication technology (ICT) skills through a themed approach. Well-planned opportunities for pupils help to broaden their experiences and develop good personal qualities. By incorporating well-chosen activities to support pupils who are learning English and for those with special educational needs and/or disabilities, the curriculum makes a strong and effective contribution to the progress pupils make in English.

The headteacher has a clear view of the school's strengths and the areas for

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development focus appropriately on improving teaching and pupils' attainment. As a result, the progress made by higher attaining pupils has improved since the last inspection. The drive to improve pupils' mathematics skills is not proceeding at the same rate as that in English. The new governing body carries out its functions satisfactorily and knows that it needs to enhance its role to be more proactively involved in review and evaluation of the school's work. Taking all this into account, the school's capacity for sustained improvement is satisfactory.

**What does the school need to do to improve further?**

- Raise attainment in mathematics, throughout the school by:
  - developing teachers' knowledge of how to promote better learning in mathematics
  - ensuring teachers use their assessments of pupils' progress consistently to accelerate pupils' progress by accurately matching activities to pupils' abilities.
- Develop the skills of the new governing body in monitoring and evaluating the work of the school so they have a greater impact on improving outcomes for pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

High levels of participation and responsibility for working independently or in groups characterise pupils' learning. They are eager to do well and work with commendable endeavour. As they get older pupils take care to present their work neatly and clearly. They cooperate well in small groups and enthusiastically respond to teachers' questions. Pupils begin Year 1 with low standards, particularly in all aspects of their language development. Very effective, precisely focused support helps the large number of pupils who speak English as an additional language and pupils with special educational needs and/or disabilities to make good progress. These pupils do well and reach standards similar to their counterparts nationally. Taking all pupils' backgrounds and starting points into account they make good progress overall from when they join the school to leaving at the end of Year 6. Attainment in English is improving rapidly due to the school's actions but remains well below average in mathematics.

Pupils feel extremely safe in school and are fully confident that they know exactly what to do in the event of a concern. They are very aware of the importance of a healthy diet and take part keenly in physical and sporting activities. Aided by strong links with local organisations, the church and mosques and residents in the area, pupils make a good contribution to both the local and school community. They readily take on a range of roles such as playground helpers and as school council members. Pupils have a strong understanding of different faiths and the multicultural nature of their school and locality. Attendance is average. A sound experience of enterprising activities such as helping run

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school fairs and their competent use of ICT equip pupils satisfactorily for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching quality is satisfactory overall, with some good and outstanding lessons. These lead to pupils making good progress particularly in English. In good lessons, teachers use information about pupils' attainment well to arrange class and small group activities which enable them to make good progress. Coupled with the way teachers and assistants offer effective support, such teaching sustains pupils' involvement and enjoyment. Pupils who are learning English or who have special educational needs benefit from closely targeted activities and expert assistance which helps them make good progress. A fresh approach to using phonics and strategies to improve writing is paying dividends both in Key Stage 1 and 2. In mathematics, particularly in Key Stage 1 and with younger pupils in Key Stage 2, teachers' knowledge of the subject is not sufficiently secure to make the learning fully effective. In addition, teachers do not always use assessment information well enough to match activities to pupils' abilities.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teachers' marking is helpful, particularly in English. They set pupils clear objectives, let them know when they are met and give pupils useful pointers to bring about improvement.

Recent revisions to the curriculum make pertinent links between subjects to include literacy, numeracy and ICT. Together with new initiatives to improve writing, this themed approach enables pupils to practise writing skills in different subjects and has successfully impacted on writing standards. Successful partnerships with local agencies and organisations enrich the curriculum so that visits and visitors widen pupils' experience and horizons. Effective adaptations to the curriculum meet the needs of different groups such as those in the early stages of learning to speak English and promote good progress.

The school supports its vulnerable pupils outstandingly well, with parents fully involved at all times. The school successfully ensures that it offers a safe environment where pupils are happy, confident and at ease with one another. Good arrangements effectively foster children's transition from the Children's Centre into the Early Years Foundation Stage and then into Year 1. In partnership with the parent support worker and the education welfare service, the school works hard to encourage regular attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's leadership is a strength. She ensures a common approach by all staff to the education and care of pupils to ensure equality of opportunity. Harmony between all groups of pupils within the school stems from the very effective way adults nurture and support individual pupils. There have been recent changes to the senior staff team. Senior leaders are developing their monitoring roles well but there has been insufficient time for them to have full impact on school improvement. Governors, although well informed, and entirely supportive of the school's work, rely heavily upon the headteacher's very analytical reports to provide up-to-date perspectives. Their ability to challenge and hold the school to account is still developing. Nevertheless, they know that their next steps are to become more involved in gathering information at first hand and to be proactive in evaluation and strategic planning for improvement. The school fosters a strong partnership with parents, especially with those from minority ethnic groups. By promoting this and other partnerships with agencies and organisations, such

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as the local Park Ranger Service, and fostering links with faith and heritage centres, the school makes a good contribution to community cohesion and pupils from different backgrounds get on very well with each other. Although in the early stages of development, the new curriculum is helping pupils to become more aware of different cultures globally. As a result of the earnest attention paid to ensuring equality of opportunity there is no evidence of discrimination in the school and pupils from all groups make good progress. Governors and the school ensure that their procedures to ensure all aspects of safeguarding pupil's welfare are exemplary. Comprehensive risk assessments are in place to ensure pupils' health safety and welfare.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children make good progress in both the Nursery and Reception Years. They begin Nursery with exceptionally low starting points in all areas of learning, particularly in their use of language and communication. Early assessments of their skills on entry show a year-on-year downward trend. Many speak a community dialect which creates particular difficulty in learning English. Children make most progress in their personal and mathematical development but their communication and literacy skills lag behind. In this well led and managed part of the school, expert staff ensure a good balance of well-arranged activities. They use rigorous assessments to foster children's learning in a carefully managed way that blends adult support with learning that children initiate for themselves. Children quickly learn routines and settle as soon as they come in each day. Activities to help them develop knowledge of letters and sounds are particularly



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successful. Staff are vigilant in ensuring effective welfare arrangements and care. The safety of children using the excellent facilities available is paramount. Parents particularly appreciate the key person system, associating a small number of children to one adult, because they are well-informed of their children's progress on a day-to-day basis. Governors have ensured all requirements for children's welfare and childcare registration are met through joint leadership and management of the Children's Centre and the Early Years Foundation Stage. Care and education are integrated with resources available for the three and four-year-olds as well as for younger children. Productive partnerships with parents are extending their involvement. Parents make increasing use of facilities available at the Children's Centre leading, in turn, to continuity of learning within the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A small number of parents returned questionnaires and were overwhelmingly supportive. They were particularly pleased with the teaching, with the way the school is managed and with the overall experience of their children. The very few written comments were also positive or were about individual concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marine Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 13 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	31	9	69	0	0	0	0
The school keeps my child safe	7	54	6	46	0	0	0	0
The school informs me about my child's progress	6	46	7	54	0	0	0	0
My child is making enough progress at this school	6	46	6	46	1	8	0	0
The teaching is good at this school	8	62	5	38	0	0	0	0
The school helps me to support my child's learning	5	38	8	62	0	0	0	0
The school helps my child to have a healthy lifestyle	8	62	2	15	3	23	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	38	7	54	0	0	0	0
The school meets my child's particular needs	7	54	6	46	0	0	0	0
The school deals effectively with unacceptable behaviour	5	38	8	62	0	0	0	0
The school takes account of my suggestions and concerns	4	31	9	69	0	0	0	0
The school is led and managed effectively	8	62	5	38	0	0	0	0
Overall, I am happy with my child's experience at this school	8	62	5	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2010

Dear Pupils

Inspection of Marine Park Primary School, South Shields, NE33 2RD

My colleagues and I really enjoyed our visit to inspect your school. Thank you for helping us when we came to see you at work. You were very polite and helpful and we did enjoy talking with those of you whom we met. We know the headteacher and all the staff are very proud of you. We were delighted to see how much you like to take part enthusiastically in activities during and after school. You are well behaved and polite to others in lessons. We were pleased to see how you contribute to school life, for example as school councillors and buddies to help others.

Your school gives you a satisfactory education. All the adults in the school look after you very well. Arrangements to keep you safe are outstanding. Children in the Nursery and Reception classes make good progress. Results in tests you all have to take in Year 6 improved a lot in English last year. Mathematics results were not as high as in English. Those of you learning to speak English or needing extra help do well. When we looked at your books we liked the way your teachers let you know what they expect you to learn, how well you are doing and how you can do better. We were pleased to see how your reading and writing has improved as a result of new approaches the school has introduced.

We have asked your school to ensure you do much better in mathematics, by helping everyone to learn and understand more. We have also asked that governors visit your lessons and look at your work to check how well you are doing so that they can be more involved in helping the school to improve.

You have many opportunities at Marine Park Primary School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

Mr Graeme Clarke

Lead inspector

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