

Marshchapel Primary School

Inspection report

Unique Reference Number	120461
Local Authority	Lincolnshire
Inspection number	339699
Inspection dates	8–9 December 2009
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Mr R Parkinson
Headteacher	Mrs A Coney
Date of previous school inspection	7 April 2007
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Introduction

This inspection was carried out by an additional inspector who visited six lessons, and held meetings with governors, staff and pupils. She observed the school's work, and looked at data about pupils' standards and progress, curriculum documents, the school improvement plan, governors' documentation, and scrutinised staff and pupil questionnaires, as well as 15 parental questionnaires.

The inspector reviewed many aspects of the school's work, but looked in detail at the following:

- the standards that pupils attain by the end of Year 6 and what this says about the progress of all groups of pupils through the school
- the extent to which the quality of provision in the Early Years Foundation Stage enables the children to get off to a good start
- how effectively the school is planning for, and promoting, community cohesion beyond the local community
- how well the school is using its federated status to improve and extend the quality of education for its pupils.

Information about the school

This very small rural school, whose roll is increasing, has two mixed-age classes. It uses a local playing field and the village hall for physical education.

All pupils are White British. Two thirds are girls. With the exception of last year, the proportion of pupils with special educational needs and/or disabilities, and those with a statement of special educational needs is generally lower than the national average. A higher percentage of pupils than found nationally joins or leaves the school at other than the expected times.

Since September 2008, the school has been federated with North Cotes Church of England Primary School, sharing its executive headteacher, assistant headteacher and the staff. There are two other schools which the school collaborates closely with to organise joint events and clubs for the pupils and local communities. Marshchapel Primary School has achieved Healthy Schools status and Activemark awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Marshchapel Primary School provides an effective quality of education. Although it is very small, it thinks big. In particular, its successful federation with a local school and joint enterprises with three other schools have resulted in many new opportunities for pupils to learn and grow, enhancing their all-round education. Their sustained and varied involvement in the local community contributes to their good personal development. The school also makes the most of its small size to get to know every pupil very well and uses that knowledge sensitively to guide and support them pastorally.

Standards, by the end of Year 6 vary from year to year because of the very small cohorts. In 2009, standards were below average and it is a major priority for the school to raise them. Careful planning of learning from the start of the Early Years Foundation Stage onwards ensures that the vast majority of pupils make good progress through the school and that standards are broadly in line with national averages. Organisation of learning groups, good teaching, focused support from teaching assistants and a wide range of tasks that match pupils' ability levels, enable pupils to move forward well in lessons. However, pupils capable of reaching higher levels do not always have tasks to move them forward as quickly as they could and do not regularly have access to the structured support and guidance provided to those who find some aspects of learning difficult. The curriculum links effectively across subjects to provide further and meaningful practice in literacy, numeracy and information and communications technology (ICT). Pupils do not yet have enough opportunities built into the curriculum, nor do subject leaders monitor sufficiently to ensure that pupils learn about those from ethnic, religious or social backgrounds not represented in the school or local community.

It is the executive headteacher, well supported by the assistant headteacher, who has analysed the situation of the school in detail and enabled it to move forward. She has ensured effective practices are in place and that these work alongside new ideas and partnerships. Writing standards, an issue at the last inspection, have improved due to reviewing of teaching practices and more creative opportunities in lessons and across the curriculum for pupils to write. On the whole subject leaders who have been in post for a while are monitoring their areas very competently but this is a developing aspect for new staff and there remain some areas, such as community cohesion, where monitoring should be more robust. Effective leadership from senior staff and governors, coupled with robust monitoring and reviewing of the school's performance, staff's accurate understanding of its strengths and weaknesses, and the federation links, confirm the school's good capacity to improve further.

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What does the school need to do to improve further?

- Raise standards for all pupils and particularly those capable of reaching higher levels by ensuring that tasks are always carefully prepared to extend their learning and that structured support and guidance is in place to enable them all to achieve as well as possible.
 - Further improve the quality of leadership and management by senior staff and governors through
 - checking all of the ways that the school is promoting community cohesion, locally, nationally and internationally, and build it into a programme of learning that is regularly evaluated for its impact on pupils' knowledge and understanding of different ethnic, social and religious groups
 - ensuring that subject leaders continue to develop a comprehensive knowledge of everything that is happening in their subjects so that they know what they need to improve.

Outcomes for individuals and groups of pupils

2

The very small cohorts and well above average levels of pupil mobility have a significant impact on standards, which vary a lot from year to year. Last year, for example, only one pupil in Year 6 had joined the school in the Early Years Foundation Stage and two pupils joined the school in Key Stage 2. Nonetheless inspection evidence shows that the achievement of pupils throughout the school is good, including those who join at different times. This includes those with special educational needs and/or disabilities who make good progress because of the prompt identification of their needs and who benefit from the effective support they receive from teaching assistants. During the inspection, pupils achieved well in lessons, helped by their good enjoyment of learning. This has a lot to do with pupils being provided with activities that are carefully thought out to meet the needs of the mixed-age classes. Work provided is also well matched to the interests and needs of both boys and girls although that provided for pupils of higher ability is sometimes less so.

Pupils' good level of involvement in the school helps them to develop a broad range of personal and inter-personal skills. It boosts further their confidence and self-esteem in a school that nurtures and values all pupils. They feel safe and know how to stay safe. An advantage of the school being small is that all pupils can be involved in making decisions and the staff listen and act on their views. They conscientiously carry out their responsibilities and rise to the challenge of developing leadership qualities from an early age. By Year 6, for example, pupils are running fund-raising stalls or organising bingo. Unsurprisingly, in an atmosphere of trust and security, their behaviour and attendance are good. They understand the importance of having a healthy lifestyle and the hot nutritious lunches and sports activities, including fixtures with partner schools, are very popular. Pupils' spiritual, moral and social development is good and built into lessons well and is reflected in the family ethos which permeates all that the school does. Pupils'

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understanding of other cultures and religions is at an earlier stage of development. Although they have a variety of opportunities to develop as young people, overall, their preparation for secondary school is sound because of the standards they reach by the end of Year 6.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils' enthusiasm for learning and effective teaching through the school lead to their good progress. They enjoy constructive relationships with staff, who have high expectations of their behaviour. Pupils are helped by staff adopting common practices, such as how they plan, which are constantly reinforced and which quicken pupils' progress. In particular, learning intentions are made clear to pupils in the form of a question and regularly revisited throughout lessons. In a number of lessons, teachers' careful questioning, as part of summaries of learning, help pupils to measure their progress. Assessment practices have moved forward well since the last inspection. Self-assessment by pupils of their learning is built into lessons. Together with pupils' knowledge of their targets, and marking that tells them what they have achieved and

¹ 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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how to move further forward, they are increasingly taking ownership of their learning. ICT often provides an exciting interactive start to lessons, triggering pupils' interest. Computers are also used well to promote pupils' independent learning.

Provision for pupils has been enhanced by its federated status and the different opportunities it presents, both in the school and in the local community. They include a joint choir, gifted and able groups represented by pupils of higher abilities and particular talents, as well as sports tournaments and regular swimming. Pupils say how much they have enjoyed the puppet day and the visit of a poet, both of which were organised as a joint venture. The curriculum is well organised to meet pupils' preferred ways of learning. Systematic curriculum planning and regular monitoring ensure that pupils in the two key stage classes have coverage of the full curriculum. They enjoy learning in a variety of ways, with a lot of learning personalised to meet individual needs. Although literacy and numeracy, the school's priorities, are taught discretely, they are also prominent in themes which incorporate learning across subjects. Pupils enjoy learning French and the effective use of ICT enables pupils to learn more for themselves as well as building up their competences in core skills such as reading, writing and mathematics. Planning shows that personal development opportunities are built into all lessons and also into the wide, popular range of extra-curricular activities.

All pupils are known to each other and to the staff in a school that is a tightly-knit community. The care and safety of pupils are paramount and efficient systems are in place to help ensure this. Transition arrangements through the school, for example, are extremely well coordinated, none more so than those for pupils who join the school at different ages later than most others. Staff's sensitive and sustained guidance and support towards them accelerates the settling in process and their readiness for learning. Guidance and support by the school staff and by external agencies for pupils who find some aspects of learning difficult or those whose circumstances cause them to become vulnerable are effective in promoting their learning and well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school is being directed with drive and enthusiasm by the executive headteacher and assistant headteacher. Their vision and ambition for the school are embedded in a thorough process of audit and review, with staff committed to the journey that the school is on with their partner school. Similarly, parents respond positively to the

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school's genuine desire to involve them in their child's education. This includes the federation which parents can see is broadening the number and quality of learning experiences. At the same time, the federation has enabled the school to strengthen its work in promoting community cohesion within the local and wider community. The school is aware, through self review, that its pupils do not have enough opportunities, for example, to learn about the wider make-up of the population in the United Kingdom. The rigorous monitoring of the school's performance, including the evaluation of teaching and learning, and the improved systems for tracking pupils' progress are the basis for improvements in the school since the last inspection. Subject leaders at the federated schools have a shared timetable to build up the effectiveness of their subjects. While effective monitoring is a developing aspect, the sharing of resources, moderation of writing tasks, work scrutiny and joint planning are strengthening provision at Marshchapel. The active and very committed governors are able partners in directing the school's journey and in questioning its work because they know it well. They oversee safeguarding procedures outstandingly well, and are also able to help direct the work of the federation. Mindful of the potential difficulties in ensuring equality of opportunity for all pupils in the mixed-age classes, the school's reviews of pupils' academic learning and well-being are robust and have led to consistently good progress for most pupils.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage from different starting points. This year, most children have started school with broadly average skills and

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knowledge on entry. The generally above average standards in some aspects of learning, by the end of the stage, are due to excellent leadership and management which has ensured that the quality of teaching is consistently good. Planning places a great emphasis on children's personal, social and emotional development and on their safety and welfare and, as a result, the curriculum, teaching and excellent daily routines help to develop the whole child. Children respond to the high expectations of the experienced staff who provide a broad range of often exciting activities, both in the classroom and outdoors. Many of these promote independent learning, which continues through the school and which includes work both in the classroom and outdoors. Central to children's enthusiasm is their involvement in learning and the many opportunities for them to 'speak and tell' to their peers. They are very proud to be entrusted with responsibilities. Parents are delighted with the way the school keeps them well informed of their child's progress. The regular two way communication ensures helpful partnerships between home and school, including children's learning. Assessment of children's learning is embedded fully within classroom practice so that the staff adopt robust analyses and records of children's progress towards their early learning goals. There is a purpose to all learning which children are very clear about and they regularly assess how well they have achieved relative to the learning intention. Although there is not a discrete class for the Early Years Foundation Stage children, who learn in the same room as Key Stage 1 pupils, learning is managed well and activities are matched closely to the children's abilities. During the inspection, the Little Red Riding Hood theme provided imaginative learning, enabling children to make outstanding progress in their number work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	1

Views of parents and carers

The parents and carers who responded to the questionnaire were unanimous in their support for the school. One parent wrote, 'The headteacher has moved the school forward in all areas. My child is making excellent progress and is given a wide range of opportunities to achieve.' Several parents told of their child's love of school, with one parent saying, 'Congratulations to the work force behind the school. It has never been better.' There is great support for the, 'Extremely hard working, friendly and approachable staff.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marshchapel 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 inspector received 15 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	83	3	17	0	0	0	0
The school keeps my child safe	12	67	6	33	0	0	0	0
The school informs me about my child's progress	14	78	4	22	0	0	0	0
My child is making enough progress at this school	16	89	2	11	0	0	0	0
The teaching is good at this school	15	83	3	17	0	0	0	0
The school helps me to support my child's learning	15	83	3	17	0	0	0	0
The school helps my child to have a healthy lifestyle	14	78	4	22	0	0	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)	10	56	6	33	0	0	0	0
The school meets my child's particular needs	15	83	3	17	0	0	0	0
The school deals effectively with unacceptable behaviour	12	67	6	33	0	0	0	0
The school takes account of my suggestions and concerns	15	83	3	17	0	0	0	0
The school is led and managed effectively	10	56	8	44	0	0	0	0
Overall, I am happy with my child's experience at this school	15	83	3	17	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 December 2009

Dear Pupils

Inspection of Marshchapel Primary School, Grimsby, DN36 5SX

You may remember that I spent two days at your school recently and I am writing to you to tell you my judgements. First, I want to thank you for welcoming me into your school and being so friendly and helpful. Thank you, also, for inviting me to see your Christmas plays. You all did a wonderful job!

You are right to be proud of your school, because it is a good school. You are happy there because you feel safe and are well looked after by the staff. Your parents are also very pleased with the school. I agree with them that it is well led and provides many interesting ways for you to learn. Joining with another school has been a good idea because it has given you more opportunities for learning and for getting to know other children. You are making good progress in lessons because teaching is good. I am pleased that you know your targets and are assessing your own work more and more. However, the executive headteacher and the staff are going to help you to reach higher standards. They are going to make sure that those of you who are capable of reaching higher levels have regular access to support and guidance to help you do as well as you can.

The staff and governors are always looking to make your school even better and I have also asked them to improve in the following ways. The senior staff and governors are going to check the ways in which the school is helping to bring about relationships with all different groups of people, locally, nationally and internationally. Then they will build it into a programme of learning for you. Subject leaders are going to make sure that they have a really good knowledge of everything that is going on in their subjects so that they know what they need to improve.

I wish you a happy and successful 2010.

Yours sincerely

Lynne Blakelock

Lead inspector

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