

Lisle Marsden CofE Aided Primary School

Inspection report

Unique Reference Number	131964
Local Authority	North East Lincolnshire
Inspection number	341261
Inspection dates	12–13 October 2009
Reporting inspector	Rajinder Harrison

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	571
Appropriate authority	The governing body
Chair	Mrs K Bruning
Headteacher	Mr Greg Marsden
Date of previous school inspection	9 November 2006
School address	Lansdowne Avenue Grimsby Lincolnshire DN32 0DF
Telephone number	01472 311040
Fax number	01472 590390
Email address	head@lmp.tfe.org

Age group	4–11
Inspection dates	12–13 October 2009
Inspection number	341261

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff, pupils and parents. The inspectors observed the school's work and looked at a range of documents including school policies, the school's development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits by the local authority. Inspectors analysed 69 questionnaires returned by parents and carers.

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

- overall standards and pupils' progress, particularly in writing
- pupils' progress in each year group and for all ability levels
- pupils' personal development, particularly their cultural development
- the effectiveness of the monitoring and evaluation procedures to drive school improvement.

Information about the school

This is a larger than average-sized primary school. Almost all pupils are of White British heritage. A below average proportion have free school meals. The school has a below average proportion of pupils who have special educational needs and/or disabilities. Over a third of the pupils are from outside the local area.

There are 74 children in the Early Years Foundation Stage distributed across five Reception/Year 1 classes.

The school has an Eco Schools Silver Award, Activemark, Artsmark, Healthy Schools Award, Basic Skills Award and Creative Partnerships Change School.

The school's governing body manages the day childcare provision for 80 children aged between two and four years old. Most of these children transfer to the Reception classes in the primary school. Governors also manage the out of school provision (before and after school) for up to 50 children aged between three and 11 years old.

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

Lisle Marsden is a good school with a vibrant community spirit. It is a very safe and welcoming environment. Pupils feel valued at school, with one commenting, 'I like the way the school celebrates my work by putting it on display.' Pupils' above average attendance, good behaviour, adoption of healthy lifestyles and their overall good achievement show that they enjoy school and are keen to learn. These positive attributes, alongside the above average standards they attain by the end of Year 6, ensure that pupils are well prepared for the next stage of their education. Parents and carers are very happy with the school and the on-site childcare services that all contribute well to their children's achievements.

Children make a sound start in the Reception classes where provision is satisfactory. They start with the levels of attainment expected for their age and make satisfactory progress. Progress is not better because the more able children are not always challenged enough. In most subsequent classes, careful assessment and planning ensure that pupils of all abilities make good progress, particularly in reading, mathematics and science. With insufficient opportunities to write independently and at length, particularly for higher attaining pupils, progress in writing is satisfactory. Well-considered interventions to support pupils who fall behind their targets or have special educational needs and/or disabilities ensure that these pupils achieve well. Lessons are generally lively and engaging and pupils respond by doing their best. Teachers have an accurate understanding of pupils' different attainments and most plan lessons accordingly. Staff set pupils end of year targets, but these targets are not sufficiently precise to help pupils understand what they have to do in the short term or to recognise when they have succeeded. For this reason, sufficient challenge is not always secure for all ability groups, but especially the more able.

The childcare provision for children below school age and in the before and after school clubs is good. Children thrive because they are very happy and settled here. Provision, while satisfactory, is not as good in Reception. Not all classrooms have free access to the outside areas to allow children to explore independently. Reception age children work alongside Year 1 pupils, so occasionally they experience presentations that are not well matched to their interests and needs.

Throughout the premises pupils feel safe and procedures to keep them safe are of high quality. Good care, guidance and support ensure that all pupils develop well and learn confidently regardless of their individual circumstances or difficulties. The curriculum is well organised so pupils build successfully on previous learning. An excellent range of enrichment activities make learning interesting and fun. As one pupil commented, 'This

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

is a brilliant school because teachers help you.' The curriculum supports community cohesion to a satisfactory degree. Links with the local community are very strong enabling pupils to feel very secure with their own culture. Pupils are respectful of people whose lives are different to their own and visit, for example, mosques to extend their understanding. They have fewer opportunities to experience the diverse cultures and traditions represented in Britain and beyond.

The school is led and managed well. Governors and leaders monitor the school's performance well and have successfully addressed most of the issues raised in the last inspection report. Standards are higher now than at that time. Self-evaluation is largely accurate. The monitoring of teaching and learning is generally good but not enough is done to hold teachers to account for pupils' slow progress in one or two classes. Governors are very supportive, particularly in promoting excellent links with the local community. They have not done enough to promote links with diverse communities beyond the local area. Value for money is good because pupils achieve well personally and academically. In light of these significant strengths, leaders and managers demonstrate good capacity to improve the school further.

What does the school need to do to improve further?

- Raise standards, particularly in writing at the higher levels by:
 - providing pupils with more opportunities to write independently and at length
 - using more precise targets to help pupils make small step gains successfully
 - ensuring that teachers use assessment to support their planning.
- Ensure that leaders and managers drive school improvement by:
 - holding every teacher to account for the progress of pupils in their class
 - doing more to promote pupils' understanding of diverse communities.
- Improve provision in the Early Years Foundation Stage by:
 - planning more challenging activities to extend children's learning
 - ensuring provision is consistently good in all classes
 - giving all children free access to the outside areas.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and learn effectively in most classes because they want to succeed. They find learning especially exciting, for example, when they carry out investigations that are time limited in mathematics or have frequent opportunities to share their ideas and engage in lively question and answer sessions. Such lessons buzz with excitement because everyone is involved and the competitive edge spurs pupils to complete tasks efficiently. Occasionally, when teachers do not involve pupils enough in discussions or pupils have to listen for too long, a few lose interest and become distracted. While pupils' progress overall is good, it is best where teaching is stronger. Senior managers are quick to intervene when pupils fall behind their predicted targets and this ensures

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

pupils catch up quickly. This is not always as easy to do in writing, where pupils need more time to practise and extend their skills. Consequently, not enough pupils attain the higher levels. Current pupils in Years 2 and 6 are working at above average levels in all areas but writing. Pupils who need additional help with their learning receive good support and achieve well.

Pupils form good relationships and behave well. The occasional lapses in behaviour are dealt with promptly. Pupils feel safe at school and are confident they can raise any concerns with staff. They show respect for others by listening sensibly and this is echoed well during worship, a time they regard with reverence. They understand well what they should do to stay healthy. Many enjoy healthy school meals and take regular exercise. They are enthusiastic about physical activities and many participate in sports teams. Their spiritual, moral and social development is good and their cultural development satisfactory. Older pupils adopt a mature attitude as they help around the school and look after younger ones in the playground. They express a sense of wonder as they learn about sustaining the earth's resources and growing organic vegetables. They talk enthusiastically about links with their local community through recycling projects, involvement in community events and fund-raising activities. A few are less sure about how they might feel being with people from different faiths and communities. As one pupil said, 'I am not sure what I would feel if they dressed different and spoke differently.' With few opportunities to explore and experience the diverse cultures and traditions of communities different from their own, pupils' understanding of the world in which they are growing up is satisfactory.

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	2
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

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

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	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers provide interesting activities, practical tasks and challenges to engage and enthuse pupils. This encourages pupils to try hard as they explore and discover for themselves. For example, in a Year 4 mathematics lesson, pupils quickly realised that conducting research was not as easy as they anticipated. Teachers make effective use of technology to present information more visually and to extend pupils' ability to use computers to enhance their learning. Occasionally, insufficient reference to pupils' previous attainment results in pupils of all abilities doing the same work and this slows down progress. Pupils have broad targets to aim for but, as these are not specific to individuals, pupils are not always clear about what they personally need to do to improve. As a result lessons occasionally lack challenge, especially for the more able. Support staff guide well pupils who need help with their learning so that they can participate fully in lessons.

The basic curriculum is well organised to ensure that pupils build on previous work successfully. Good emphasis is placed on developing pupils' numeracy and reading skills but insufficient time is devoted to promote writing. The curriculum provides a breadth of opportunities for pupils to experience, for example, nature, keep fit and music. Themed events and cross-curricular activities provide opportunities that help pupils make better sense of their learning. French makes a valuable contribution to promoting pupils' awareness of other cultures. Modified plans and good resources allow pupils who need additional help with their learning to achieve well. Visitors and visits enrich pupils' experiences well and make learning come alive. An extensive range of clubs, for example, gardening and cooking, extends pupils' interests and skills well. Links with other organisations to enrich learning are good and pupils think that these extra activities are one of the best things about school. A good personal, social, health education programme ensures that pupils understand, for example, the dangers of drug abuse and how to stay safe.

Pupils are very well cared for and kept exceptionally safe. Staff respond promptly if individuals need help. Pupils who have emotional, social and academic difficulties or other needs are very well cared for and links with other agencies to support them are strong. Any concerns that staff or parents and carers raise are handled sensitively. Parents and carers praise the school for the helpful way it supports their children and appreciate the good care arrangements in the out of school childcare provision. Arrangements to ease the transfer of children from the on-site childcare provision are good. The induction arrangements for other Reception age children are not as effective. Pupils in Year 6 feel well prepared for their move to secondary schools.

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

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?

School leaders and governors are determined to provide all pupils with the best start possible in their education. They are ambitious in their intent and have worked hard to make improvements since the last inspection. They promote a strong sense of 'family' and 'community' and pupils of all backgrounds and ability have the help they need to achieve well. The arrangements to secure safeguarding are outstanding. All aspects of health and safety and child protection are good. Monitoring and evaluation procedures are rigorous and support effective improvement planning. The school development plan, an issue in the last inspection report, is now much sharper and effective checks quickly identify where interventions are needed to keep on track. Pupils attain above average standards at the end of Year 6 and the numbers attaining higher levels has increased in both key stages. Teaching and learning are good because teachers and highly skilled assistants are deployed effectively. Pupils who fall behind their targets are identified early and receive the necessary support to catch up quickly. Leaders and managers recognise that progress is slow in one or two classes and that they have not done enough to ensure that all teachers use assessment to challenge pupils to accelerate progress and raise standards further.

The school has excellent links with the church and the local community and pupils feel very secure and happy in this setting. The school involves parents and carers well in supporting their children's learning. Partnerships with others, for example, local secondary schools, are also good in benefiting pupils' learning and well-being. School leaders have tentative links with other communities but too few to promote pupils' experience and understanding of diverse communities in Britain and abroad.

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

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

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 enjoy school, behave well, form positive relationships and settle quickly because induction arrangements are good. Children who transfer from the childcare provision adjust quickly because they are familiar with the routines, and staff from the two settings exchange relevant information in preparation. Most are confident learners and work well with others. They play well and sensibly move to facilities such as computers as they become free. Good relations between home and school benefit children, particularly those who are less confident. Children who need specific help are supported sensitively. 'My child can't wait to get here. He loves it.' is typical of parents' and carers' comments. In both settings, the learning environment, particularly the outside area, is attractive and exciting. Children rush to play everywhere, but particularly in the 'dens', the sand, on wheeled toys and the imaginative play areas, for example, the farm shop. While children have free access to outside areas in some classes, this is not so for those in classrooms not adjacent to these facilities. This makes it hard to monitor that they experience the full range of activities and that these activities challenge them fully. Children who start school with no pre-school experience integrate well but are not always as confident or as well prepared.

Provision and leadership and management in the childcare setting are good, and requirements for registration are complied with. Children are safe, happy and well cared for. They achieve well in their learning and personal skills and move into school successfully. Provision in the Reception classes is satisfactory. Staff plan a good balance of activities between those that children choose and those led by adults. Most children work confidently alongside Year 1 pupils; a few struggle to maintain interest and attention because presentations are occasionally too long and the work is not matched accurately to their needs. While most try everything, a few, particularly the boys, tend to play in preference to attempting more challenging activities such as writing. Staff underestimate the ability of some who could achieve more through increased challenge. Leadership and management are satisfactory. Teaching is good in some classes and satisfactory in others. This inconsistency results in children making satisfactory progress overall. The school's assessment data shows children attain broadly average levels at the end of the Reception Year.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are very positive about the school, commenting that it is 'friendly' and 'supportive', and that their children enjoy school. They are particularly positive about the school's caring ethos. They say that staff are approachable, that teaching is good and that their children make good progress. They say the school is led and managed well. A few expressed concerns about the bad behaviour of a small minority of pupils. Inspectors agree with all the strengths parents and carers identify. Inspectors judge behaviour to be good. Occasional incidents of bad behaviour do occur and are dealt with promptly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lisle Marsden CofE Aided 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 571 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	65	24	35	0	0	0	0
The school keeps my child safe	41	60	27	40	0	0	0	0
The school informs me about my child's progress	32	49	31	48	2	3	0	0
My child is making enough progress at this school	31	46	33	49	3	4	0	0
The teaching is good at this school	31	47	32	48	3	5	0	0
The school helps me to support my child's learning	29	44	32	48	5	8	0	0
The school helps my child to have a healthy lifestyle	30	44	37	54	1	1	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)	30	47	34	53	0	0	0	0
The school meets my child's particular needs	27	42	34	53	3	5	0	0
The school deals effectively with unacceptable behaviour	18	30	37	62	4	7	1	2
The school takes account of my suggestions and concerns	18	29	39	62	6	10	0	0
The school is led and managed effectively	32	51	28	44	2	3	1	2
Overall, I am happy with my child's experience at this school	39	58	25	37	1	1	2	3

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 pupil's 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.



14 October 2009

Dear Pupils

Inspection of Lisle Marsden Primary School, Grimsby DN32 0DF

Thank you for making the team of inspectors welcome and for being so friendly and polite when we visited your school recently. We enjoyed talking with you. I am writing to tell you what we found out. You said that you enjoy school, particularly the many clubs you can join and the visits you go on. You said that you like seeing your friends at school. It was impressive to see the way older pupils look after younger ones and we enjoyed the delicious parmesan muffins you made in your cookery club.

There are many good things about your school. These include your behaviour and attendance and your good understanding of how to live a healthy lifestyle. You work hard at school and enjoy learning. You make good progress and by the end of Year 6 you reach above average standards in reading, mathematics and science. Your lessons are interesting and the school takes very good care of you. Those of you who attend the childcare provision have a really happy time there and this helps you to get ready for moving into 'big school'.

While these aspects of your school are good, the inspectors think that a few things could be better. We have asked the headteacher, other staff and governors to improve the school by:

- giving you more opportunities to practise your writing so you do even better
- checking that you achieve well in every class and doing more to help you understand how other communities differ from yours
- doing everything they can to help you learn even more so you make even better progress in the Reception classes.

There are things you could do to help too. For example, you could make sure that you ask for harder work if it is too easy.

Thank you once again for helping the inspectors.

Yours faithfully

Rajinder Harrison

Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.