

Morton Trentside Primary School

Inspection report

Unique Reference Number	120464
Local Authority	
Inspection number	344399
Inspection dates	24–25 March 2010
Reporting inspector	Ian Nelson

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Vaughan Luke-Clarke
Headteacher	Mark Gallacher
Date of previous school inspection	3 July 2008
School address	Crooked Billet Street Gainsborough Lincolnshire DN21 3AH
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited all seven classes and observed 12 lessons or parts of lessons, and looked at pupils' work. They held meetings with governors, staff and pupils. They observed the school's work, and looked at the school's assessment records, and other school documentation, including that on safeguarding and on identifying and supporting pupils who need extra help.

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

- whether the school has effective systems in place to enable senior leaders to check how well it is performing and to drive improvement
- whether all groups of pupils are making enough progress in their learning
- the quality of teaching and its impact on learning.

Information about the school

The school is about average in size and most pupils come from a White British background. The proportion of pupils eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is well below average. The school has been run by an interim headteacher since January 2009. There have been several staff changes since the school was last inspected in July 2008. A newly appointed headteacher is due to take over in the summer term 2010. The school has the Activemark, Artsmark and Healthy School award. The Early Years Foundation Stage is accommodated in one Reception class.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school now provides a good education for its pupils. Under the effective leadership of the interim headteacher, the school has tackled the issues identified at the previous inspection. Self-evaluation is effective, which is ensuring that the senior leadership team has secure systems for checking the school's performance through analysing assessment data and evaluating the quality of teaching and learning. As a result, staff and governors have a clear understanding of what the school does well and what it needs to do to get even better. Teaching is now consistently good across the school, underachievement has been eradicated and standards are rising. With a permanent headteacher taking over from the start of the summer term, the school is well placed to continue improving and needs now to build upon the foundations laid over the last four terms to ensure that improvement is sustained.

Pupils like school and say that lessons are enjoyable, particularly when teachers set them practical activities. They like the way learning is enlivened through visits to places of interest or having visitors to school, for example when a farmer brought a new-born lamb in to show the younger pupils. Lessons include work at different levels of difficulty for different abilities as teachers use assessment information effectively to plan challenging tasks for all groups of pupils. Because pupils like learning, they are well behaved and sustain concentration. Occasionally their enthusiasm gets the better of them and leads to some calling out, but teachers manage such enthusiasm well. Pupils feel safe and happy in school and know they can talk to staff if they have any worries or concerns. Care, guidance and support are outstanding. The welfare of the pupils is of paramount importance to all staff and the school has highly effective systems to identify and support vulnerable pupils. While the school itself is a very cohesive and harmonious community it has not yet developed and implemented strategies to promote fully community cohesion at local, national and global levels.

Pupils currently make good progress in lessons and this is helping to close the gaps in achievement that were identified in the previous inspection. Accelerated progress means that, by Year 6, pupils have now generally made at least the progress expected over each key stage and made up for previous underachievement. The key for the school now is to continue accelerating their progress so that most pupils further exceed the expected progress and standards rise even higher to consistently above average in all subjects.

What does the school need to do to improve further?

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- Build upon and embed the current management systems and strategies to ensure that recent improvements are sustained.
- Continue to accelerate pupils' achievement so that a large majority exceed the expected progress across each key stage and standards are consistently above average at the end of Year 6 by 2011.
- Develop and implement strategies to promote community cohesion, and evaluate their impact, by the end of the current school year.

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

Pupils achieve well in their learning and personal development. Standards in national tests have been broadly average in recent years. Evidence from lessons observed during the inspection, from the work in pupils' books and from the school's assessment systems show that standards are beginning to rise because learning and progress are now consistently good. The school has eradicated the differences in achievement that existed between different groups of pupils at the time of the last inspection which highlighted that girls were underachieving in mathematics. Pupils thoroughly enjoy their lessons and sustain concentration well. For example, in a practical science lesson, older pupils were thoroughly engrossed in their investigations and worked very well together. In Year 4, pupils rose to the challenge of using coordinates to find the shortest routes between two places on a grid. Pupils know their targets and what they need to do to achieve them. They are attentive to teachers and to each other and work well in groups or independently. They increasingly review their own work and evaluate how well they have learned in a lesson.

Effective support for those who need extra help with their learning and appropriate challenges for the most able mean that all groups of pupils make good progress. The strong focus on improving literacy and numeracy skills, alongside pupils' good personal development and above average attendance, means that pupils are well prepared for the next stage of their education. In addition, pupils have a very secure understanding of how to be healthy and safe. Some Year 3 pupils told inspectors very confidently about the need for a balanced diet and the merits of both apples and chocolate. While their spiritual, moral, social and cultural development is good overall, pupils do not have enough opportunities to have direct contact with people from a diverse range of ethnic or social backgrounds.

These are the grades for pupils' outcomes

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

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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The reason teaching is good is because teachers now have higher expectations of what pupils can achieve and use assessment information effectively to set work at different levels to suit the abilities in their classes. They share the learning objectives with their pupils who know what they have to achieve to be successful. Teaching assistants play a significant role in supporting pupils who need extra help so that they succeed in their learning. The practical approaches to learning, like some of the number games teachers use in mathematics, enthuse the pupils and make them eager to learn. Lessons include a good balance between pupils working independently and collaboratively and encourage pupils to evaluate how well they think they have learned. Teachers use interactive whiteboards effectively to make lessons interesting but occasionally miss opportunities to get pupils to use them. Now and then the pace of learning slackens when a teacher talks too long before letting the pupils start on their tasks. However, teaching is much better than it was at the time of the last inspection so that pupils make consistently good progress in lessons.

The staff prepare a good range of learning activities to cover all that is required by the National Curriculum. They maintain a good balance between the core subjects of English, mathematics and science and other subjects. At the time of the inspection there were many attractive displays of pupils' work covering most subjects. The older pupils are really looking forward to the residential trip in the summer term. The school provides a good range of after-school clubs that pupils say they enjoy attending. These include sports activities and also clubs to help pupils catch up on learning they have found difficult in class. The school places a very strong focus on the care and welfare of

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the pupils. It has excellent systems in place to identify and support those who need extra help. Parents of pupils who have had difficulties settling into their previous schools were effusive in their praise of how the staff at Morton Trentside have gone out of their way to welcome them and help them settle.

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	1

How effective are leadership and management?

The interim headteacher has restructured the senior leadership team so that it has the skills and experience needed to sustain the improvements made over the last four terms. He has built the capacity of senior leaders through a careful balance of delegation and support. For example, the deputy headteacher has taken responsibility for developing the systems for assessing pupils' progress, analysing the assessment data and producing concise reports for governors. The governing body has been careful to appoint an experienced headteacher to complete the leadership team and build upon the strong foundations that have been laid. She has already spent time in school getting to know the staff and pupils and is fully aware of what is needed to build upon the recent improvements. Governors and senior leaders now have a clear understanding of the school's strengths and areas for development. They have built a cohesive staff team who are fully committed to continuous school improvement.

At the heart of the school's improvement has been a commitment to ensuring equality of opportunity for all pupils. This has enabled the school to close the gaps in achievement between groups of pupils and between subjects as well as to support vulnerable pupils. It has also ensured that all the required safeguarding requirements are in place and regularly updated. The school's main priorities since the previous inspection have been in improving teaching and learning and it has been conspicuously successful in this. However, in focusing on those priorities, the school has not been as successful in developing and implementing the required strategies to promote community cohesion at all levels. Parents and pupils recognise the improvements that have been implemented under the interim headteacher. They are full of praise for what he has achieved. Indeed, when a group of pupils was asked what they would do to make the school even better the only thing they could think of was to keep Mr Gallacher. He has clearly made an excellent impression on pupils and parents alike, but more importantly he has helped the school to turn itself around and, knowing that he would not be in place permanently, has equipped the school with the capacity to support the new headteacher and for it to

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grow even better in the future.

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	2
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 start school in the Early Years Foundation Stage with the skills and knowledge a little below those expected of their ages, except for social development. They now make good progress to reach the levels expected of their ages by the time they leave the Reception class. Effective systems for checking children's progress ensure that teachers identify their individual needs and provide appropriate support. Good teaching includes a balance between teacher-directed and child-chosen activities. Support staff make a good contribution to children's learning. The staff provide a good range of indoor and outdoor activities that ensure the children enjoy learning and develop very positive attitudes to school. The strong focus on literacy and numeracy means that children acquire the skills they need to be successful in Key Stage 1 and beyond. All the welfare and safeguarding requirements are fully in place and good links with parents and carers ensure that staff are aware of any social issues the children might have. The Early Years Foundation Stage is led effectively so that children get a really good start to their schooling.

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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	2

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

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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.



31 March 2010

Dear Pupils

Inspection of Morton Trentside Primary School, Gainsborough DN21 3AH

Thank you for making us so welcome when we came to inspect your school recently. You told us a lot about your school which was very helpful in our work. You older ones may remember that when the school was last inspected in July 2008 it was found to require special measures. You will be pleased to know that it has improved so much that it no longer needs special measures and we judge it to be a good school.

You do well in your lessons so that achievement is good. This is because of good teaching. Teachers give you interesting work and make sure it is hard enough to make you think. As a result, standards are rising and you are better prepared for secondary school. You have played your part in turning the school around by being so well behaved and working so hard. The staff go out of their way to make you feel safe and secure in school so that you always have someone to turn to with any worries. You told us that you have been particularly pleased with Mr Gallacher as headteacher. He has worked very hard to prepare the school for your new permanent headteacher. She is really looking forward to building on the successes the school has achieved over the last four terms which is something we have asked the staff to do as a priority.

We have asked your teachers to make sure you get the support you need to make even faster progress in your learning than you have been doing so that, in the future, you reach above average standards by the end of Year 6. The final thing we have asked the staff to do is to plan ways to help you to understand more about the different kinds of people who live in our country and elsewhere so you can appreciate their backgrounds and get on well with people wherever they are from.

You can help the school to continue improving by welcoming your new headteacher and making sure she feels at home and by continuing to behave well and work hard.

Yours sincerely

Ian Nelson

Lead inspector

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