

Marton Manor Primary School

The Derby, Marton Manor, Middlesbrough, TS7 8RH

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Pupils make good progress over time to reach standards that are average in reading and writing and above average in mathematics.
- The quality of teaching is usually good and some is outstanding. Work is usually carefully matched to pupils' different abilities so that pupils are stretched and challenged appropriately. Good marking and feedback helps pupils to know how to improve their work and this helps them to make good progress.
- The pupils from the resourced base for autistic spectrum condition achieve well. Their inclusion in the life of the school helps all pupils to develop high levels of tolerance and respect as well as promoting their own personal development.
- Behaviour is good. Pupils are delightfully friendly, polite and hard-working. The school's work to promote safety is also good. Pupils and parents are correct when they say the school is a safe environment.
- The curriculum is varied and interesting. Pupils have excellent opportunities to study other cultures and expand their horizons through a diverse range of activities, from role play in a Chinese restaurant in the Early Years Foundation Stage to pupils dressing up as ancient Greeks in Year 5 and Year 6.
- Senior leaders, staff and governors share a common purpose and have high aspirations for pupils.
- The headteacher regularly checks the quality of teaching and pupils' progress to make sure that both are improving. Consequently standards are rising in reading, writing and mathematics in all key stages. The leadership of mathematics is particularly good, resulting in standards that are consistently above average. This shows that the school has a good capacity to continue to improve.

It is not yet an outstanding school because

- A small amount of teaching in Year 3 and Year 4 requires improvement as it does not always challenge pupils sufficiently well.
- Not all leaders have enough opportunities to check the quality of teaching and pupil progress in the areas they are responsible for.

Information about this inspection

- Inspectors observed 14 lessons taught by nine teachers as well as making shorter visits to look at pupils' work. Some observations were carried out jointly with the headteacher.
- Inspectors talked to pupils at breaks and dinner times, and heard others in Year 1, Year 2 and Year 6 read.
- The views of 18 parents who responded to the on-line questionnaire (Parent View) were taken into account, as well as the views of parents gained informally at the start of the school day.
- Inspectors met with senior and middle leaders, teachers, members of the governing body and a representative of the local authority.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Twelve staff submitted their views via a questionnaire and inspectors took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- Marton Manor Primary is slightly smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is just above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils supported through school action is lower than that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is much higher than that found nationally.
- The school has specially resourced provision for pupils with special educational needs catering for twelve pupils with Autistic Spectrum Disorder. Pupils spend some of their time with specialist staff in the base and some in the mainstream classes that are appropriate to their age.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school has a range of awards including the International School Award and the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Improve the quality of teaching in Year 3 and Year 4 so that pupils make as much progress as they do in the rest of the school by:
 - making sure the work set is challenging enough for groups of pupils of different abilities, including those who are the most and least able
 - doing more to encourage pupils to think more deeply, including when learning is being checked through questioning.
- Increase the effectiveness of leadership by ensuring that middle leaders are more often involved in checking the quality of teaching and pupils' work in order to drive up standards in the areas they are responsible for.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make good progress and achieve well, demonstrating the school's steadfast commitment to promoting equal opportunities.
- Children enter Nursery with skills and abilities that are below those expected. Children thrive in a stimulating environment so that they acquire the skills they need by the time they start school in Year 1.
- Standards have risen in Key Stage 1 over the last three years so that attainment is now average in reading, writing and mathematics.
- Standards in mathematics in Key Stage 2 have also increased, so that attainment at the end of Year 6 is above average. This is because of strong leadership and consistently good teaching in mathematics. Pupils are adept at calculating large numbers, including decimals and can also measure and calculate area and angles. They use their mathematical skills well in other subjects such as science.
- Achievement in Years 3 and 4 is not quite as good as it is in the rest of the school. Pupils make much more rapid progress in the other year groups because the quality of teaching over time is much better. Pupils make good progress in reading, writing, spelling, grammar and punctuation in Years 5 and 6 to reach average standards.
- Pupils enjoy reading fluently and with expression. They read a lot at home and at school and can interpret what they are reading well. Test results in the phonics check in Year 1 were lower than found nationally, but the school has improved the teaching of reading so that younger pupils are now much more confident in their knowledge of letters and sounds.
- Pupils have lots of opportunities to write in English lessons and in other subjects. As a result, by the time they reach the end of Year 6, all pupils are able to organise their writing into paragraphs which are written neatly with correct spelling. Their writing is interesting, lively and meaningful.
- The most able pupils make good progress in reading, writing and mathematics with almost a third of all pupils reaching the higher Level 5.
- In 2013, Year 6 pupils who were known to be eligible for free school meals attained less well than those who were not eligible and were about a year behind their peers in reading, writing and mathematics. Inspection evidence shows that this group of pupils is now making good progress and that the attainment gap is rapidly closing for the vast majority of these pupils.
- Disabled pupils and those with special educational needs, including those in the resourced provision make good progress. Pupils in the resourced provision benefit from specialist teaching as well as being taught alongside their peers in mainstream classes. This balanced approach supports both their personal and academic development extremely well. These pupils often reach average and sometimes above average standards.

The quality of teaching is good

- Pupils usually know what exactly what they need to do to achieve well. This is because reading, writing and mathematics targets are shared through the use of small bookmarks. Pupils know and understand these targets and work hard to meet their teachers' high expectations. As a result, pupils produce lots of work at a good standard for their age.
- Pupils' work is marked regularly and thoroughly. Pupils are told what they need to do to improve their work and make good progress as a result. This is particularly the case when pupils are expected to respond and rise to the challenge provided in the marking.
- Assessment information is usually used well to set work that is appropriate for different groups of pupils, and in particular to set challenging work for those pupils who are most able. For example, in a mathematics lesson where learning was outstanding, the most able pupils were

not only able to calculate using four-digit numbers including decimals, but they were also able to write instructions to help other pupils to work accurately and quickly.

- Work is carefully explained so that pupils fully understand the concepts that are being taught. In many classes, questions are asked that prompt pupils to think and give reasons for their answers. As many pupils as possible are involved by getting them to discuss questions with each other before responding to the teacher.
- Pupils in the resourced base are taught equally well, both by the specialist staff and by other teachers when they are in mainstream classes.
- Adults provide a wide range of exciting activities that spark the imagination and interest of children in the Early Years Foundation Stage so that they make good progress, particularly in their communication and personal skills. For example, children delight in the opportunity to play in the Chinese restaurant and use chopsticks to taste Chinese food.
- There is a small amount of teaching that requires improvement in Year 3 and Year 4. Learning slows when there is insufficient challenge with all pupils expected to do the same activities or answer the same questions regardless of their ability, and this limits the progress of pupils, especially the most and least able.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils and adults treat each other with respect so that a calm and orderly atmosphere pervades the school. Pupils from the resource base are an integral part of the life of the school and their presence makes a significant contribution to the good behaviour that is typical in the school.
- Pupils have good attitudes to learning. They enjoy their lessons, behave well and always try to produce their best work. Serious incidents are rare and there have been no exclusions for at least two years.
- Children develop in confidence in the Early Years Foundation Stage. There are good opportunities for them to develop their social skills, for example, in their role play in the veterinary surgery where they learn to take turns and listen to each other as they make imaginary appointments.
- The school's work to keep pupils safe and secure is good. Pupils have regular opportunities to learn how to stay safe, for example when crossing the road or using the Internet. As a result, they and their parents say they feel safe. Pupils have a good understanding of different forms of bullying, including derogatory name-calling, but say it rarely happens and they know what to do if it does. Pupils have absolute confidence that staff will deal with any issues if and when they arise.
- Pupils say one of the best things about the school is that everyone can have an opinion and everyone is important. Some pupils represent others as pupil councillors. These councillors are confident and outspoken and make a significant contribution to the work of the school. For example, they have set up a 'blog' so that their parents can see the best of their work on the Internet. They have also raised money for charities and had a bicycle storage system installed.
- Behaviour is not yet outstanding because it is good rather than outstanding in lessons and attendance is slightly below average, although it is improving.

The leadership and management are good

- The headteacher has created an atmosphere where all staff share an ambitious desire to raise standards and improve teaching. This commitment has led to higher standards and better teaching and demonstrates the school's commitment to ensuring equality and tackling discrimination.
- The headteacher regularly checks the quality of teaching by visiting lessons, analysing achievement information and looking at pupils' books. This makes sure that she knows how well

teachers are performing and this information is used effectively to further improve performance and make decisions about pay awards. Teachers are given detailed feedback that helps them to improve the quality of their work.

- The mathematics subject leader has also carried out similar checks and this has raised standards in mathematics. Middle leadership is not always as effective as this in other areas of the school's work, because not all leaders have yet had the training or opportunity to observe teaching and learning to this extent.
- The resourced base is well led. Relationships between adults and pupils are particularly strong so that pupils feel valued and enjoy learning and this helps them to make good progress.
- The curriculum provides excellent opportunities for pupils to broaden their horizons both within and outside the school day. All topics have an element of fun that engages the interest and enthusiasm of pupils. For example, Year 5 and Year 6 pupils were studying coastal erosion in geography and were joined on a Yorkshire beach by a local geologist. Pupils have lots of valuable opportunities to apply their literacy and numeracy skills in a variety of subjects. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The primary school sport funding has been used well to provide specialist coaching in a range of sports, including tennis and gymnastics. Pupils now have more opportunities to take part in sport and outdoor activities such as canoeing, so that they are now more active.
- Parents hold the school in high regard with virtually all parents who responded to Parent View saying they would recommend the school to another parent.
- The local authority provides good support to the school, for example, by making sure that the school assesses pupils' work accurately.
- Safeguarding practices meet statutory requirements.
- **The governance of the school:**
 - Governors have a good knowledge of the strengths and weaknesses of the school. They understand pupil achievement data and check to see that the school tracks the progress of pupils regularly to make sure none fall behind. Governors visit the school often to see how well things are going for themselves. They also ask challenging questions in meetings.
 - Governors have a good understanding of the performance of teachers and other staff. They have high expectations, are involved in pay decisions to reward good teaching and have taken action where performance needed to improve.
 - Pupil premium funding is used to provide additional support in class as well as catch-up programmes for pupils who are eligible. Governors are aware that the attainment of pupils eligible for this funding is lower than it is for other pupils and are monitoring progress carefully to make sure those gaps close quickly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111597
Local authority	Middlesbrough
Inspection number	431346

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Jean Sharrocks
Headteacher	Gerri Howard
Date of previous school inspection	13 January 2009
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