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Mr David Carruthers
Headteacher
Martongate Primary School
Martongate
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Dear Mr Carruthers

Monitoring inspection of a school not in a category of concern of Martongate Primary School

This letter sets out the findings from the monitoring inspection that took place on 8 January 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chair of governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, spoke to pupils about their experience at the school and scrutinised a range of documents. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

Main findings

Since the previous inspection, several leaders are new to their posts or have taken on substantive roles that were previously temporary. You have also arranged to join a local multi-academy trust and have begun working alongside it to bring about improvements at your school. The focus of this first monitoring visit was to review the progress made since the last inspection.

You have introduced a new approach to teaching mathematics based on a commercial scheme. You have adapted this to meet the needs of the pupils who attend your school. For example, you have introduced more physical resources to help pupils understand how to tackle mathematical operations successfully. There are regular opportunities for pupils to discuss their mathematical understanding. This ensures pupils think more deeply about their learning. You have ensured that staff have the relevant training to understand how to implement this new scheme effectively. Pupils are now more engaged in their learning and understand how to approach written mathematical problems with confidence. Despite pupils' outcomes in external tests and assessments improving over time, more work remains to be done to ensure they meet the school's high expectations for what pupils should achieve.

You have thoroughly reviewed the school's approach to supporting pupils with special educational needs and/or disabilities (SEND). This has included updating advice and guidance for staff, increasing engagement with parents and more help for pupils in lessons. Staff now understand how to identify and support pupils with SEND more effectively. Targets for pupils with SEND are reviewed regularly by leaders, who have additional time for this purpose. However, some of the targets set for pupils with SEND still lack precision. Consequently, the support being offered is not as effective as it might be for all pupils. The school recognises this is the case and continues its work in this regard.

You have continued your work to strengthen the curriculum and pupils' knowledge in the foundation subjects. In many subjects, such as history and art and design, this work is well embedded. Curriculum leaders in these subjects are working closely together to refine existing plans. In a minority of subjects, such as religious education and design and technology, the curriculum is new or underdeveloped. The school recognises that pupils' learning in these subjects has not been as effective over time. Further work remains to be done to ensure all pupils benefit from a broad and ambitious curriculum at the school.

You have considered the findings of the previous inspection report carefully when making changes. The school has reviewed its professional development offer for all staff to ensure they receive high-quality training. You are working with other nearby schools to share best practice and reduce teacher workload. Staff feel that you listen to any concerns that they have and consider their well-being when changes are made. You have increased monitoring and evaluation of important aspects of your work, for example provision for pupils with SEND. However, more work is required to ensure the curriculum is implemented effectively in all subjects.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for East Riding. This letter will be published on the Ofsted reports website.

Yours sincerely

John Linkins
His Majesty's Inspector