

Marfleet Primary School

Inspection report

Unique Reference Number	117801
Local Authority	Kingston upon Hull City of
Inspection number	339077
Inspection dates	23–24 June 2010
Reporting inspector	Robert Jones

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	152
Appropriate authority	The governing body
Chair	Mr J Hotchin
Headteacher	Mrs D Hunt
Date of previous school inspection	24 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited ten lessons, observed five teachers and held meetings with a governor, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 47 questionnaires from parents and carers.

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

- The standards reached by boys in English.
- The challenge provided to higher ability pupils in mathematics.
- The effectiveness of leadership at all levels in monitoring and evaluating provision in the school.
- The quality of self-evaluation and development planning in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is considerably above the national average. Fewer pupils than average are from minority ethnic groups and fewer pupils than average speak English as an additional language. More pupils than average have special educational needs and/or disabilities. The school holds various awards, including National Healthy School Status and the Basic Skills Quality Mark.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some significant strengths, one being the outstanding care, guidance and support provided to pupils. These, together with the good curriculum and outstanding behaviour, directly result in pupils achieving well and making good progress during their time at the school. Parents and carers agree, making comments, such as, 'I couldn't wish for a more nurturing, caring school.'

Standards are average, but are rising owing to a concerted drive to improve boys' levels of literacy which have lagged behind the girls for several years. The meticulous plans to develop literacy have had dramatically positive results and are directly leading to rising standards and improved progress. Pupils really enjoy school, making comments, such as, 'teachers really care a lot for us.' As a result, attendance is rising and behaviour in lessons and around the school is exemplary.

Although there are examples of good practice, the quality of teaching and assessment is satisfactory overall. Teachers do not make enough use of information and communication technology (ICT) to extend and enhance pupils' learning. While oral feedback to pupils is strong, written feedback on pupils' work lacks sharpness and in some lessons, work is not well-matched to individual pupil's needs. At the heart of the good curriculum is a very structured literacy programme which, in addition to improving reading and writing, has increased pupils' confidence and self-esteem. This has, therefore, impacted positively on most other areas of the curriculum.

There have been some good developments in the Early Years Foundation Stage. Some weaknesses remain, however, particularly in developing children's communication, language and literacy skills, in the efficiency of record keeping, assessment and self-evaluation. Strong leadership is provided by the headteacher, who has undertaken an accurate evaluation of the school's work. Some senior and middle leaders, however, are largely ineffective because they have a minimal role to play in strategic planning. There are gaps in leaders' understanding of their areas of responsibility, most notably in monitoring the quality of teaching. Pupils' increased enjoyment of school, improved behaviour and attitudes has led to rising rates of attendance. This demonstrates well the school's satisfactory capacity to sustain its improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and assessment, by:
 - ensuring that lesson plans meet the needs of all abilities of pupils
 - improving the quality of written feedback to pupils so they are clear of what

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they need to do to improve

- giving pupils increased opportunities to become independent learners in lessons
- giving pupils increased opportunities to enhance and extend learning through the use of information and communication technology in the classroom.
- Enhance the roles of senior and middle leaders, by:
 - improving the process of self-evaluation so that all senior and middle leaders are fully involved and accountable
 - involving senior and middle leaders in monitoring and evaluating the quality of teaching and learning
 - reviewing roles and responsibilities of senior and middle leaders so that they are able to train, evaluate, monitor and advise staff effectively.
- Improve outcomes, provision and leadership in the Early Years Foundation Stage, by:
 - extending the opportunities to develop children's communication language and literacy skills indoors and outdoors
 - simplifying the systems used to monitor children's progress
 - improving the quality of self-evaluation so that it focuses on children's learning rather than reviewing equipment and apparatus.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

In lessons, pupils behave exceptionally well. They show mature attitudes when working in groups by listening carefully to each other and contributing well to lessons. This was observed in a lesson when pupils were debating the effects of prejudice in society. They say they enjoy school a great deal because of the caring adults who look after them and the interesting things they do within the curriculum, such as playing in the very active samba band.

Literacy is taught to mixed-age, small classes which are grouped by ability. This means teachers are able to give pupils very close attention to their needs, often on a one-to-one basis. This leads to them making good and sometimes outstanding progress. This approach has had dramatic success in turning around a long legacy of low standards and slow rates of progress for boys. Pupils' improved attitudes to learning have had a positive effect on their attainment in mathematics, including for those of higher ability. Pupils with special educational needs and/or disabilities also make good progress due to a range of tailored interventions taught by dedicated teaching assistants.

Pupils show a good awareness of how to lead fit, healthy lifestyles, although some do not choose to eat fruit at lunchtime. They are well aware of how to stay safe and are

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adamant that bullying is very rare and when it does happen, adults take very prompt, decisive action. Many pupils grasp the ample opportunities for them to make valuable contributions, such as being a member of the very active student council or being a playground helper. Pupils of different backgrounds and cultures learn and play alongside each other. In the playground, older pupils take great care of younger ones. Pupils' spiritual, moral, social and cultural development is good.

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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is good, pupils are engaged in collaborative work and lesson content and tasks are matched well to their abilities. There are good opportunities for pupils to engage in discussions, which help to develop their speaking and listening skills. Teaching is generally good in the small literacy classes, because work is well matched to pupils' abilities and teachers are able to give close support to pupils' needs. However, too much teaching is satisfactory. In these lessons, teachers tend to talk too much or over-direct pupils. This means they sometimes do not develop independent learning skills and become passive participants in lessons rather than active learners. Sometimes

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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planning is insufficiently detailed to ensure that work is matched adequately to the interests and abilities of all pupils. Teachers generally do not plan enough opportunities for pupils to use ICT in lessons due to their general lack of confidence in using computers.

The quality of assessment is variable. Owing to the small size groups in literacy, teachers have the time to give good quality oral feedback to pupils. This goes some way to helping particularly the younger pupils know what they need to do to improve. The quality of written feedback however is not as helpful, since spelling errors often go unchecked and pupils' targets lack precision.

The rich curriculum is much enhanced by topic work which helps pupils make links between subjects. A varied, interesting menu of extra-curricular activities is provided, including a strong tradition for art. The development of literacy is well embedded across the curriculum.

The headteacher and all staff ensure that the best possible care is afforded to each and every pupil. The headteacher discusses targets for each pupil with the teachers to ensure that pupils do their very best. Very close working with outside agencies has ensured no group of pupils underachieves. Interventions are reviewed constantly to ensure pupils receive prompt attention to their needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher leads with vision, energy and drive. This is not the case, however, for other leaders in the school. Some have not yet had time to develop expertise to lead the areas for which they have responsibility. Others are reluctant to take on strategic responsibilities. Development plans are, therefore, very variable in quality. In some subjects they are sharp and incisive, but in other areas they are vague. This situation means that the embedding of ambition and driving improvement can only be satisfactory despite the school's significant improvements in raising achievement. The tracking of pupils' progress is strong, thus ensuring that the progress of different groups is rigorously checked. The monitoring of the quality of teaching, however, is infrequent which has led to inconsistencies in quality.

Safeguarding arrangements are very secure and all members of staff are well trained in these matters. Equal opportunities are promoted well, with any differences in attainment between genders having been addressed. Any discrimination is tackled decisively and

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bullying is a rarity. Governors offer adequate challenge and support, with some being a very frequent presence in lessons and assemblies. Community cohesion is satisfactory, being stronger with regard to links with the local community. The school has sound plans in place to extend this beyond the locality in order to help pupils understand other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3

Early Years Foundation Stage

Very caring staff ensure that the welfare of children is given the highest priority. The facilities both in and outdoors are very safe and well equipped. Children arrive with skills that are well below those expected for their age, particularly in communication, language and literacy. They make satisfactory progress in most areas of learning, but there is not enough emphasis on building up children's language skills on a day-to-day basis, in addition to the focused phonics work that they receive. This means that their skills in these essential communication skills are well below average when children start in Year 1. They love to explore the 'wild area' in particular. Children behave very well and demonstrate good co-operative and collaborative skills, such as role play in the shop area when they learn about money. Healthy snacks are provided all day, but there is no system to monitor which children choose to eat snacks. All staff contribute to assessments, but the systems for recording and tracking children's achievements are cumbersome and lead to a lack of clarity in what staff must do to build on children's skills and to increase the pace of their progress. This means that the Early Years Foundation Stage does not have a well considered plan to drive up standards through staff training, monitoring and the effective use of assessment data.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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

The overwhelming majority of parents and carers who responded to the inspection questionnaire are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and the caring ethos. A very small minority of parents and carers raised some concerns about how the school helps their children to lead healthy lifestyles, behaviour in the school and how the school is led and managed. The inspection findings confirm the very positive responses from parents and carers. They found that the school promotes healthy lifestyles well and that outstanding behaviour was a key reason why pupils achieve well. The inspection team found that strong leadership is provided by the headteacher but that there is scope to develop the roles of other senior and middle leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marfleet 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	70	14	30	0	0	0	0
The school keeps my child safe	35	74	10	21	2	4	0	0
The school informs me about my child's progress	33	70	12	26	1	2	1	2
My child is making enough progress at this school	33	70	11	23	1	2	1	2
The teaching is good at this school	36	77	11	23	0	0	0	0
The school helps me to support my child's learning	30	64	14	30	1	2	1	2
The school helps my child to have a healthy lifestyle	30	64	13	28	2	4	2	4
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)	29	62	13	28	3	6	0	0
The school meets my child's particular needs	31	66	14	30	1	2	1	2
The school deals effectively with unacceptable behaviour	27	57	16	34	2	4	2	4
The school takes account of my suggestions and concerns	23	49	21	45	2	4	1	2
The school is led and managed effectively	29	62	14	30	3	6	1	2
Overall, I am happy with my child's experience at this school	30	64	15	32	2	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. ■ 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.



25 June 2010

Dear Pupils

Inspection of Marfleet Primary School, Hull, HU9 5RJ

Thank you for the warm welcome you gave us when the team came to inspect your school. This letter is to tell you some of the things we found out.

Your school is satisfactory but some things about it are good and even outstanding (that's another 'wow' word meaning 'really, really good'). You told us how much you appreciate the very caring adults who look after you. I was really impressed by your behaviour and how you all look after each other around school and outside. You told us about all the exciting things your school provides for you, such as the samba band and the interesting school trips. You make good progress overall and the school has worked very hard to help you develop your reading and writing. To improve your school, I have asked your headteacher and staff to do the following.

- Improve teaching so it is all at least good, that you learn to become independent and use ICT more in lessons.
- To make sure all your school leaders are involved in improving teaching and in planning to improve the school.
- Help children in the Reception classes to make better progress in their speaking, reading and writing.

You can help by asking your teachers if you're not sure how to improve your work and continuing to behave so well. Your parents and carers must be proud of you. I know your teachers are. I wish you all the very best for the future.

Yours sincerely

Robert Jones

Lead inspector

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