

Marfleet Primary School

Marfleet Lane, Hull, HU9 5RJ,

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Significant improvements made since the time of the last inspection mean that the school's overall effectiveness is now good.
- The school is led by a very competent headteacher and deputy headteacher. They have a clear vision for excellence and are committed to make sure that every child has the best possible start to school life.
- Skilled and well-informed governors support and challenge leaders in equal measure.
- Pupils have positive attitudes to work and their good behaviour allows lessons to move along without interruption.
- Pupils' behaviour around school is also good and they enjoy the many additional activities and clubs provided by the school.
- The school's work to keep pupils safe has improved and is now good. Pupils' attendance has also improved and they say, 'this is a much better school than before'.
- The achievement of all groups of pupils has improved and the good progress they make is helping them to quickly catch up with work that was previously missed.
- Teaching is now consistently good and lessons are planned to engage pupils in a range of appropriately challenging activities, complemented by regular homework.
- The quality of teachers' marking has improved significantly and pupils respond quickly to what they are being asked to do to improve.
- Children make good progress in the early years and the majority are well prepared to start Year 1. Those that are most able are challenged to achieve well and those who need more support respond quickly.

It is not yet an outstanding school because

- The quality of pupils' writing is let down by mistakes in spelling, punctuation and grammar.
- A new way of teaching spelling, punctuation and grammar has only very recently been introduced. Leaders have set targets, and now need to keep a careful watch on how this new system is helping attainment to further rise.

Information about this inspection

- Inspectors conducted a number of inspection activities jointly with the headteacher and deputy headteacher, including observing learning in class and looking through work in pupils' books.
- Inspectors spoke with pupils about their views on behaviour, how the school keeps them safe and also about their learning.
- Meetings were held with senior leaders, school staff, governors and a representative from the local authority.
- Inspectors observed behaviour at lunchtime, break times and around school.
- There were too few responses to Ofsted's online survey (Parent View) for inspectors to consider. However, they took account of the school's own recent survey of parents' views. Inspectors also spoke with a number of parents during the two days of the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring, records of behaviour and attendance and documents relating to safeguarding and child protection.
- Inspectors also took account of the 15 responses to the staff questionnaire.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium is over twice the national average. The pupil premium is additional government funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.
- Children in the Nursery class attend part-time and children in the Reception class attend full-time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the time of the last inspection, a number of new teachers have been appointed and new governors elected.
- The school works in partnership with a group of local schools, The East Hull Collaborative Trust.
- The school occasionally has needed to provide off-site education at Oakfield (Supervised First Response Unit) School.

What does the school need to do to improve further?

- Continue to raise standards in pupils' writing, by:
 - improving their skills in spelling, punctuation and grammar
 - leaders checking the effectiveness of the newly introduced methods of teaching spelling, punctuation and grammar.

Inspection judgements

The leadership and management are good

- The school is well led through the clear vision and direction of the headteacher. The headteacher, supported by the deputy headteacher and effective leadership team, has tackled the issues raised at the last inspection and is driving forward improvements.
- Leaders have a clear view of the school's strengths and what can be better still. Action plans are focused on the correct priorities and understood by all.
- A key strength in leadership is the relentless drive to improve the quality of teaching. Robust procedures are in place and have been used to eradicate inadequate teaching. Teachers' performance is rigorously monitored and training needs quickly identified. Staff speak highly of the school leaders and appreciate the training opportunities provided.
- The role taken by middle leaders has improved considerably since the time of the last inspection. For example, the school's special educational needs coordinator has made sure the new code of practice is being fully implemented and the subject leaders have introduced the new National Curriculum effectively.
- Provision for pupils' spiritual, moral, social and cultural development is good and carefully woven through other subjects. Effective links have been established with local community and faith groups.
- Leaders have established a school where there is a culture of hard work, mutual respect and appreciation of one another's different strengths, abilities and faiths. This prepares pupils very well for life in modern Britain.
- Good systems are in place for tracking the progress pupils make and measuring their attainment. This has highlighted the need to further raise standards in pupils' writing by improving their spelling, punctuation and grammar. Staff have all received training and ambitious targets set for pupils to achieve. Leaders now need to keep a careful watch on how well this new system is being implemented and if it is helping pupils reach higher standards.
- Good opportunities exist in the way subjects are taught. Pupils are given many opportunities to, for example, practice writing skills across a wide range of subjects or develop their mathematical skills in problem solving activities.
- Leaders also provide a wide range of visits and residential trips for pupils to enjoy which complement a large number of clubs and after school activities. The school has a rich tradition of sports clubs. The school has made effective use of the additional sports funding by supporting staff to develop their skills to enable them to teach more effectively.
- Strong links have been made with local schools within the East Hull Collaborative Trust. Pupils have benefitted in a number of ways, for example, the most able pupils in Year 6 regularly attend mathematics lessons in the local high school.
- Leaders use the pupil premium fund well, providing a range of small group and one-to-one activities, all helping disadvantaged pupils make good progress. The school's attendance officer has also worked in partnership with parents to ensure that attendance has improved and the proportion of pupils who were persistently absent has fallen significantly.
- Leaders are passionate that every child deserves the very best opportunities the school can provide. To this end, leaders rigorously ensure equality of opportunity and tackle the first sign of any discrimination quickly. A small minority of pupils struggle to manage their own behaviour or emotions. Staff are well trained to help to support these pupils. The role of the off-site provision at Oakfield School is also effective in helping these pupils gain the most from their time at school.
- The local authority offers help when requested, but now only provides light-touch support for this good and improving school.
- **The governance of the school:**
 - Governors are well trained and bring a range of professional skills to their role. They know the school's strengths and what needs to be better still, because they are regular visitors to the school.
 - Governors have been instrumental in supporting the headteacher tackle previous weaknesses in teaching and ensuring good teaching is rewarded. They are very well informed about pupils' progress and how well the school performs against other schools nationally. They keep a careful watch on how well additional funds are being used to ensure good value for money. Governors ensure safeguarding requirements are met.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils have good attitudes to learning and take pride in what they achieve in lessons. As a result, the quality of their work has improved and displays around the school reflect their commitment to do the best they can.
- Pupils respect one another and their teachers; and consequently, lessons are calm and purposeful. Pupils work well together in small groups but can also be trusted to work independently.
- Pupils are keen to follow instructions and quickly settle down to work at the start of each lesson.
- Behaviour around the building and before and after school is also good.
- Pupils accept additional responsibility well. For example, the digital leaders help keep the large number of computers and tablets in good working order. This helps other pupils use technology well to support their learning.
- A small number of pupils struggle to manage their own behaviour and emotions. Generally they respond well to the staff that support them and get control of their actions.
- Pupils' attendance has improved and is now broadly average. The proportion of pupils who were persistently absent was high at the time of the last inspection, but now the figure is lower than average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are knowledgeable about all types of bullying but are quick to say, 'but we are a very happy school'. Indeed, detailed records kept by the school show that incidents are very rare and always well managed.
- The school helps pupils to understand the importance of e-safety.
- The school also provides mentoring for some pupils who may need a little extra time or attention. This helps the most vulnerable to feel safe and well cared for.
- On occasions, the school makes use of alternative provision at Oakfield School for a very small number of pupils. Leaders ensure robust safeguarding procedures are in place. Effective communication before, during and after the short-term placement also ensure a seamless transition between unit and school.

The quality of teaching is good

- Teaching and learning over time are good. Pupils make good progress and achieve well in lessons because of effective teaching strategies and good relationships that encourage pupils to try their best.
- Teachers use questions well to consolidate pupils' understanding and extend their thinking still further.
- Pupils are confident to say what they can do, but also to explain the difficulties they are having. This helps teachers to quickly adjust tasks during lessons so the best use can be made of the time available.
- Support staff are used effectively to support learning in class. They are used equally well to support small groups or one-to-one activities outside the classrooms. They are well trained and know what is to be achieved in a given time. The positive relationships they develop with pupils are also very helpful.
- Classrooms are neat, tidy and well organised and teachers and pupils alike ensure there is a calm and purposeful atmosphere in lessons.
- The quality of marking has improved considerably since the time of the last inspection. Pupils are now very clear about what they are doing well and what could be further improved. One reason why pupils are making good progress is that they now respond quickly to this advice and guidance.
- The teaching of reading is very effective and pupils develop a love of reading a wide range of literature. Reading lessons, where pupils and staff are all reading the same book, provide opportunity for in-depth debate about, for example, character development or how the author builds tension in the storyline.
- The teaching of writing has also improved and pupils are given many opportunities to write at length across a wide range of subjects. Staff are enthusiastic about the new method of teaching spelling, grammar and punctuation that has been introduced as they are beginning to see the results.
- The teaching of mathematics is good and pupils can, for example, use their understanding of number facts to solve problems in science.
- Teachers set appropriate homework tasks to support pupils' learning.

The achievement of pupils is good

- Pupils are now starting in Year 1 at the level typically expected for their age, although this was not so in previous years.
- The proportion of pupils who reach the expected standard in phonics (the sound made by letters) by the end of Year 1 has significantly improved and now is well above average.
- Pupils across the school use their skills successfully to tackle unfamiliar words when reading. Most read fluently and with good expression, often self-correcting mistakes. They enjoy reading and feel confident about finding books they like from the school library. By Year 6, they are able to discuss favourite types of books and authors with enthusiasm.
- By the end of Key Stage 1, standards in reading are improving and are now broadly average, which represents good progress from this group of pupils' starting points. Standards in mathematics are also rising and they too are now broadly average. Improving pupils' writing is a priority for the school and while pupils are currently making good progress in their lessons, standards were below average by the end of Key Stage 1 in 2014.
- Class sizes vary in Key Stage 2 and some are quite small. Standards reached by the end of Year 6 can also vary from year to year, depending upon pupils' different starting points. In 2014, standards in writing and mathematics were broadly average and below average in reading. However, there is clear evidence from work in pupils' books and school records and assessment information, that these pupils had made good progress since the time of the last inspection and caught up quickly from work previously missed.
- The school's work to help the most able pupils make good progress is proving very successful. Pupils respond very well to the challenges provided and enjoy 'being stretched and having to think hard'.
- Last academic year, the teachers effectively helped disabled pupils and those with special educational needs make expected progress. A re-organisation of provision for these pupils in September 2014 is proving very successful and now an above average proportion are making better than expected progress.
- Disadvantaged pupils are also benefitting from effective support, and they too are now also making good progress. This is helping to close gaps that exist within school and with all pupils nationally. In 2014, disadvantaged pupils left school three terms behind others in school in their reading and mathematics, and two terms behind other pupils nationally. However, in writing, there were no gaps between disadvantaged pupils and others in school.
- The small proportion of pupils from minority ethnic groups are helped to make the same good progress as others in the school.
- The effectiveness of the school to improve pupils' achievement, as well as helping them to become well-rounded and caring individuals, prepares them well for the next stage of their education.

The early years provision is good

- Most children start the early years with skills that are below those expected for their age. Approximately one in five children have skills that are significantly below those typically expected, owing to developmental delay, particularly in language and communication. However, regardless of their individual starting points, all children make good progress and a large majority reach a good level of development. This prepares them well to start Year 1.
- Home visits and meetings with staff from pre-school settings all make a valuable contribution to the well-organised transition into school for children who start in the Nursery. As a result, the school is able to quickly establish children's individual strengths and interests so that they make a confident start to school life.
- The early years' unit is well managed and the leader has reviewed and reorganised provision to match new requirements. The classrooms and outdoor area are welcoming and safe places to learn. Carefully planned and stimulating activities across all areas of learning ensure children are engaged and busy, so behaviour is good.
- There is an appropriate balance of activities planned by adults and those chosen by children. During times when children are following their own learning choices adults join in sensitively, asking questions and extending children's language, communication and thinking skills.
- Teaching is consistently good and the most able children are provided with appropriately challenging tasks and activities to extend their understanding still further.
- Adults check children's progress very regularly and keep careful records of their achievement. This not only helps staff to prepare appropriately challenging work for the next lesson, but also provides a valuable document for Year 1 staff to ensure transition into Key Stage 1 is seamless.

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	117801
Local authority	Kingston upon Hull City of
Inspection number	456454

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	177
Appropriate authority	The governing body
Chair	Diane Quigley
Headteacher	Rachel Butler-Reid
Date of previous school inspection	10 April 2013
Telephone number	01482 781943
Fax number	01482 781943
Email address	admin@marfleet.hull.sch.uk

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