

Lisle Marsden CofE Aided Primary School

Lansdowne Avenue, Grimsby, Lincolnshire, DN32 0DF

Inspection dates 8-9 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Most pupils achieve well throughout the academy.
- Standards are average and rising.
- Teaching is good and a small proportion is outstanding.
- The headteachers lead the academy strongly. Through detailed checks on teaching and pupils' achievement they are strongly driving improvement.
- The governing body knows the academy well and its checks on its work and detailed questioning of its performance mean that they can both challenge and support it.
- Pupils behave well in lessons and around the academy.
- Pupils feel safe in the academy and are confident that the staff will help them with any problems.
- They enjoy being at the academy and the opportunities it gives them to develop both as learners and young citizens.
- Pupils' attendance is above average.
- Pupils' spiritual, moral, social and cultural development is good. They treat others with respect, reflecting the school's Christian ethos.
- Pupils know the importance of treating others with respect.

It is not yet an outstanding school because

- Teaching for the most able does not consistently provide them with work that is hard enough to help them to achieve their potential.
- In a few lessons teaching assistants do not support pupils from the start of lessons in order to ensure that they understand the teaching and do as well as they can.
- Not all disabled pupils and those with special educational needs make good progress because the staff do not all have the skills, ownership, knowledge and training to support their needs.
- The roles and skills of leaders of learning and subject leaders in checking the quality of teaching and pupils' learning are not sufficiently thorough to ensure that they have a full picture of pupils' standards and progress.

Information about this inspection

- The inspectors observed 24 lessons, of which two were observed jointly with one of the headteachers.
- The inspectors spoke with many pupils during learning and playing, watched two assemblies, and listened to several pupils reading. They also watched pupils being supported in small groups.
- One inspector met formally with a group of pupils to find out what they think about the academy. She spoke with several parents at the start of the day.
- The inspectors held meetings with the headteacher, senior and subject leaders, leaders of learning and members of the governing body.
- The inspectors looked at a wide range of documentation, including information about the standards and progress of the pupils, the academy's improvement planning, samples of pupils' work, and the policies to keep them safe.
- The inspectors took into account the 93 parental responses to the on-line questionnaire (Parent View). They also checked the 18 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Baljinder Khela	Additional Inspector
Sharona Semlali	Additional Inspector

Full report

Information about this school

- The academy is larger than most primary schools of its type.
- It became an academy in November 2011. When the predecessor school, of the same name was last inspected in October 2009, it was judged to be a good school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of students supported through the pupil premium is below average. (The pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority).
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The academy has two headteachers.
- The academy is a strategic partner in the Humber Teaching School Alliance. It also works in partnership with the Oasis Wintringham Academy.

What does the school need to do to improve further?

- Enable the consistently good progress of disabled pupils and those with special educational needs, through ensuring that:
 - class teachers are accountable for the achievement of pupils in their classes
 - all staff have the necessary training, skills and knowledge to teach and support pupils' specific needs.
- Strengthen the quality of teaching so that it is outstanding and raises standards, by ensuring that:
 - work is harder for the most able pupils so that they achieve their potential
 - teaching assistants always support pupils' learning from the very start of lessons.
- Ensure that all leaders of learning and subject leaders check the quality of teaching and pupils' learning to strengthen the impact of leadership in raising teaching and achievement to outstanding.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the academy in reading, writing and mathematics. This is because teaching is good and sometimes better, and pupils really want to learn.
- The proportion of pupils making better than expected progress from their different starting points is in line with national averages and improving over time.
- The standards that the pupils reach by the end of Year 6 in reading, writing and mathematics are average over time and improving, including the proportion that reach higher levels. The dip in the standards attained in national assessments last year has been addressed, through prompt and well-matched intervention for those at risk of underachieving.
- Children join the Reception classes with levels of knowledge and skills that are variable from year to year but generally just below those typical for their age. They make good progress throughout the year because activities are stimulating and encourage them to think, make choices and decisions, and interact with other children. The proportion achieving a good level of development is above average when they enter Year 1.
- Children make a good start to reading and writing in the Reception classes, through effective teaching in phonics (the sounds that letters make). The children pronounce the words accurately and use their phonics skills well as they strive to decipher unfamiliar words.
- A strength is the many interesting opportunities for the children to write, which help them to practise both their reading and spelling. In the Year 1 national screening check on phonics, standards were above average last year and have improved further this year.
- Pupils continue to make good progress in Key Stages 1 and 2 because teaching is good.
- Most pupils make similar rates of progress, including boys and girls.
- While most disabled pupils and those with special educational needs make good progress, it can be variable because teaching and support do not always meet their needs to enable them to make consistently quick progress.
- The achievement of the most able pupils is at times variable. In a few lessons work is too easy to enable them to reach their potential and to develop the necessary skills and thinking to do so.
- Pupils entitled to support from pupil premium funding achieve well, through, in particular, good additional support in literacy and numeracy. There is no gap in standards between those pupils eligible for free school meals and those not, lower down the school. The gap is narrowing by the end of Year 6, where attainment for eligible pupils is two terms behind in writing and mathematics and three terms behind in reading.

The quality of teaching is good

- Pupils know what they are supposed to learn in lessons and how to achieve it. They enjoy the interesting ways of learning provided, such as through stimulating resources, including electronically, and teachers giving them plenty of time to practise what they are learning.
- Pupils' progress in both literacy and numeracy is quickening because the academy provides growing opportunities to practise their skills in other learning, such as topics. In a Reception class, the exciting discovery of a worm led to the children estimating its length and then measuring it to find out how accurate they were.
- Pupils are provided with many opportunities to write in a range of ways and at length. This has quickened their progress in writing through the academy. Corridors and some classrooms are full of examples of writing for different purposes.
- Pupils are encouraged to enjoy reading as part of learning and for pleasure. The school provides opportunities throughout the academy day for this, including through the website.
- Pupils' work is marked regularly. Most marking is helpful, particularly in Key Stage 2, in telling pupils what they know well and what to do next. Some pupils respond to the advice given and as a result, move on more quickly in their learning.

- Teachers often use questions well to encourage pupils to think more carefully about what they have learned and to help them to consider others' views. They also use questions to check pupils' understanding and to adapt their teaching if necessary.
- The most able pupils achieve well when activities really make them think hard but practice is variable and in a few lessons, work for this group of pupils is too easy and slows their rate of progress.
- In the Reception classes, teaching assistants are very effective in encouraging the children to think, explore and investigate throughout their learning and playing. In Key Stages 1 and 2 pupils' progress occasionally slows when the support provided by teaching assistants does not always start at the beginning of the lesson.
- Not all teaching and support staff have the full range of knowledge and skills needed to ensure that all pupils who are disabled or have special educational needs make consistently good progress. As a result, the support provided is occasionally not specific enough or in sufficiently small steps to help these pupils do as well as they can.
- Spiritual, moral, social and cultural development is supported well, through learning, daily routines and responsibilities. In a topic on slavery, pupils showed their understanding of right and wrong and human rights and responsibilities which reinforced the academy's ethos. Through texts, art and music, they develop a good understanding for their age of different cultures.

The behaviour and safety of pupils are good

- Pupils settle quickly to learning, are attentive and try hard throughout lessons. Their positive attitudes, together with good teaching, result in their good progress throughout the academy.
- The behaviour of pupils is good in lessons and around the site, throughout the day.
- They are confident, sociable and polite.
- The pupils keep themselves and their academy smart, reflecting their positive views about the academy. Most pupils present their work very neatly.
- The academy's work to keep the pupils safe and secure is good. The pupils feel safe and parental views support this. The academy makes sure that the pupils know possible dangers, for example when using the internet, and how to avoid them.
- The academy emphasises the importance of treating each other equally and fairly, whatever their differences. Consequently, they know that bullying is wrong. Pupils say there is some 'falling-out' and occasionally some bullying but the staff deal with it firmly and quickly.
- Pupils are confident in the staff's capacity and willingness to help them. They like learning and say that interesting activities and their targets help them to learn more quickly. The academy supports sensitively those pupils who have worries.
- The pupils like the responsibilities with which the academy entrusts them, such as being playground ambassadors and team point monitors. They also like participating in activities such as the gardening club and the allotment. All of these contribute to pupils' good personal development. The academy council has helped to develop the concept of recycling and pupils' greater awareness of protecting the environment.
- Attendance is consistently above average, reflecting pupils' valuing of their academy and learning.

The leadership and management are good

- The headteachers, senior leaders and the governing body are effective in driving improvement in the academy. Teaching and progress are good and standards are rising.
- The academy knows itself well and as a result, has implemented the right priorities to continue improving.
- The leadership of teaching is good. Teaching is observed regularly throughout the year. Leaders'

feedback to individual teachers is detailed and an accurate evaluation given.

- Teachers' performance targets, in particular, reflect the school's determination to raise standards further and are leading to improving teaching. They are all measurable, challenging and achievable. The staff feel that the training provided to help them both improve their teaching and leadership skills is very helpful in ensuring that they reach their targets.
- The school's careful and detailed collection of information about the rates of pupils' progress is fundamental to its ability to drive improvement. Leaders address their findings very quickly and discuss them with subject leaders and class teachers. However, class teachers do not have full responsibility for checking the rates of progress of pupils in their class over time and acting on them, which means that any barriers to outstanding progress are not acted on as quickly as possible.
- The leaders of learning and those responsible for individual subjects have concentrated on preparing for the new curriculum and have made good progress towards this. However, the regularity and thoroughness of checking and assessing of the quality of teaching, learning and pupils' work by both leaders of learning and subject leaders is variable. Consequently, the academy does not always have a full picture of strengths and areas for improvement, namely ensuring teaching for the most able and disabled pupils and those with special educational needs make progress at least equally well compared to other groups of pupils.
- The academy recognises that the support of disabled pupils and those with special educational needs is less consistent and that further training is needed to ensure all staff have the necessary skills to ensure these pupils make consistently good progress in all learning.
- Pupils like lessons and the different ways in which they learn. Literacy and numeracy are increasingly practised through topics, covering many subjects, which the pupils find interesting. The academy has made a good start to the new curriculum, which is also producing more learning across subjects and through themes. Pupils' creative skills are supported very well, as artistic displays confirm.
- The school overall promotes equality of opportunity well, although less consistently so for the most able pupils or disabled pupils and those with special educational needs. The academy ensures that pupils' personal development is promoted well through lessons and really interesting and popular after-school clubs.
- Additional sports funding is ensuring pupils have more opportunities to participate in a wider range of sports, taught by specialist staff, including at their partner academy, and that the teachers teach activities more effectively. This has promoted pupils' personal and inter-personal skills through their greater confidence in participating in sports activities.
- The academy uses its partnerships with other schools effectively to extend the opportunities that the pupils have in developing and broadening their skills and interests. They are prepared well for secondary school through the Year 6 transition project and have joined forces for projects, such as in science and drama.
- **The governance of the school:**
 - The governing body is an effective partner in the school's continuing drive to be the best that it can be.
 - The governors find out a lot for themselves about the school's work, such as through their termly one day visit to the class with which they are linked and through regular reports or discussions with leaders about their subjects and roles. This contributes to their accurate knowledge of the quality of teaching.
 - They also receive comprehensive information about the school's performance from the headteachers, whom they question in detail.
 - The governors have specific roles for which they have training, to ensure that they can support the school in its determination to continue improving.
 - They know how pupil premium funding is spent. They also know that it is narrowing the gap between those pupils eligible for it and those not.
 - The governing body is less sure about performance management processes and procedures. However, they know that pay rises are not awarded unless the staff meet all of their targets.

- The governors show a good understanding of how intervention is used to help pupils achieve well.
- Governing body minutes show that the governors question the headteachers comprehensively.
- Finances are sound and are overseen very regularly by the governor with responsibility for finances.
- The governing body's capacity to support the school is confirmed by their careful forward-planning for new initiatives and staffing.

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	137611
Local authority	North East Lincolnshire
Inspection number	443991

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	525
Appropriate authority	The governing body
Chair	Jerry Woolner
Headteachers	Greg Marsden Dan Kinsey
Date of previous school inspection	Not previously inspected
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