

Inspection of Marton Manor Primary School

The Derby, Marton Manor, Middlesbrough TS7 8RH

Inspection dates: 19 and 20 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Marton Manor Primary is a friendly and inclusive school. Pupils say that they are happy and safe here. New leaders are starting to make changes which are focused on improving the school.

Pupils' behaviour and attitudes to their learning are positive. Pupils listen well in lessons and enjoy learning. Bullying is rare. However, at social times of the school day, behaviour can be boisterous. New leaders have recently introduced new systems to ensure that all staff deal with any incidents of inappropriate behaviour consistently and effectively.

Leaders and staff have high expectations for pupils. They are determined to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), both in the main school and in the specialist resource provision, can succeed. However, there is still much to do to ensure that the newly developed curriculum, for all subjects, is detailed enough to support teachers to adapt learning to meet the needs of all pupils.

Difference and individuality are valued at this school. Pupils are encouraged to develop understanding and empathy for others. New leaders are looking for further opportunities to link learning about the wider world to the curriculum. They aim to enhance pupils' personal development by providing further enrichment opportunities in the future.

What does the school do well and what does it need to do better?

Recently, there have been a number of changes to leadership and staffing. New leaders recognise that the curriculum lacks detail in several subject areas. They are currently working with leaders from the multi-academy trust (the trust) to make much-needed improvements.

In some subjects, leaders have started to create a detailed and ambitious curriculum. They have identified the important knowledge they want pupils to know and remember. Leaders are focusing on supporting teachers to plan and adapt lessons to help all pupils, including those with SEND, to learn effectively. This work is at the earliest stages in many subjects.

Many subject leaders are new to their roles and do not know the curriculum well. They do not routinely check how the curriculum is being taught. As a result, pupils are not achieving as well as they could in some lessons. Assessment of pupils' learning is not clear. This means that teachers do not sufficiently adapt learning to enable all pupils to succeed.

In subjects, such as mathematics and reading, pupils in key stage 2 achieve well. However, leaders are refining the curriculum further to ensure that teachers have enough support to plan lessons that help pupils build learning over time.

Children in the early years get off to a great start. They thrive due to the caring and skilful support they receive from all staff. Routines are well established. Staff focus on language development frequently with children. They are encouraged to talk about their learning, both to adults and to each other. Children listen to stories daily. They explore their thoughts and ideas about the world through well planned, exciting learning opportunities. Learning does not align closely to other subjects across the school. This, in part, means that learning does not always build over time as children move into Year 1 and beyond.

Early reading is an important priority in the school. Children in Nursery are encouraged to listen to sounds and describe them using ambitious vocabulary. In Reception, staff use the school's chosen phonics programme, with some consistency, to teach children to read. Children practise using books that are usually well matched to their ability. However, leaders recognise that they need more resources to ensure that this is the case for all pupils. Pupils who are finding reading more difficult have regular 'catch up' lessons with teachers. This is helping them to improve quickly.

Leaders are highly ambitious for pupils with SEND. They ensure that staff are trained to give experienced and skilled support to pupils. The additional resource provision for pupils with complex learning needs provides a caring and nurturing environment. Leaders focus on ensuring that learning meets the needs of the pupils and also helps to prepare them for life in the future.

Pupils have opportunities to take part in sporting clubs and support a range of different charities. The personal, social, health and economic (PSHE) education curriculum teaches pupils about important aspects of life in modern Britain. Leaders recognise that some important PHSE education learning is not secure for some pupils. Where learning is not remembered, it is, in part, because the curriculum planning is not always coherent or well sequenced.

Historically the trust board and local governing body have not challenged leaders sufficiently or held them to account well enough. Trustees need to evaluate the information they receive to ensure that it gives them an accurate reflection of the school. The trust is currently brokering a merger to improve wider school leadership in the future.

Safeguarding

The arrangements for safeguarding are effective.

New leaders have worked swiftly to improve the culture of safeguarding practice. They have ensured that all staff have had relevant training. As a result, staff understand both local and national risks well. Leaders act on concerns swiftly. However, systems to record behaviour, attendance and safeguarding are not robust

enough. This does not place pupils at risk of harm, but there is a need for this aspect of safeguarding to be strengthened.

Pupils have an age-appropriate understanding of areas such as online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important knowledge that leaders intend for pupils to learn has not been fully identified. This means that pupils' learning does not build progressively from the early years to Year 6. Leaders should ensure that they have identified the important knowledge they want pupils to know and remember and that this is planned progressively for all subjects. Furthermore, teachers should then assess pupils' learning effectively, to ascertain if they are knowing and remembering more of the curriculum.
- The implementation of the curriculum is variable across subjects and classes. Some teachers do not adapt learning to meet the needs of all pupils. This means that some pupils cannot access learning or do not make strong progress. Leaders should ensure that teachers understand and plan to meet the needs of all pupils in lessons.
- Many subject leaders are very new to their roles and do not have sufficient understanding of their curriculum areas. This means that they are not effectively monitoring how well pupils are learning. They do not always know what is going well or where teachers need more support. Leaders must quickly identify where there are inconsistencies with teaching and/or where teachers need help to implement the curriculum as they intend.
- Newly introduced systems to record concerns about behaviour or safeguarding are not fully understood or used by all staff. This means that not all issues are known about or dealt with effectively. Leaders must ensure that there are robust systems to record safeguarding concerns, and that staff understand them and use them to follow up issues in a timely manner.
- The trust board and local governing body have not sufficiently held leaders to account for school improvement. This has led to decisions being made which have not ensured that all pupils receive a good quality of education. The trust board and local governing body must ensure that they are fully informed about school improvement decisions and assure themselves that the information they receive is accurate.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146262
Local authority	Middlesbrough
Inspection number	10255714
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	Board of trustees
Chair of trust	Ruth Parker
Interim Headteacher	Emma Watson
Website	www.martonmanorprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has undergone changes in leadership this term. There is an interim headteacher in post for one term, prior to the new substantive headteacher joining the school. There is a new chair of trustees and a new chair of the local governing body.
- Marton Manor Primary School joined the James Cook Learning Trust when it converted to become an academy school in September 2018. Its predecessor school, of the same name, was last inspected by Ofsted in March 2014 and it was judged to be good.
- There is an additional resourced provision in the school, to support pupils with complex learning needs.
- The school has a nursery provision for three and four-year-old children who attend part time.
- The school has breakfast and after-school provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors met with the interim headteacher, the deputy headteacher, other senior leaders from the school and the trust and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders and class teachers.
- The lead inspector met with members of the James Cook Learning Trust and representatives of the local governing body.
- Inspectors carried out deep dives into reading, art and design, history and mathematics. For each deep dive, inspectors looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and pupils and pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors considered responses to Ofsted's online questionnaire for staff and Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility.

Inspection team

Andrea Batley, lead inspector	His Majesty's Inspector
Mark Wilson	Ofsted Inspector
Zoe Westley	Ofsted Inspector

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