

Inspection of Marton Manor Primary School

The Derby, Marton Manor, Middlesbrough TS7 8RH

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Lucy Rehbohm. This school is part of Lingfield Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nick Blackburn, and overseen by a board of trustees, chaired by Stuart Crowther.

What is it like to attend this school?

Pupils at Marton Manor are proud to be part of this friendly and welcoming school. The school's values, such as 'be kind, be resilient and be the best you can be', are at the heart of pupils' experiences. Staff take time to get to know pupils and their families well. They genuinely care about them and their well-being.

The school has high expectations of pupils' achievement and behaviour. Pupils, including those with special educational needs and/or disabilities (SEND), try their best to meet these expectations. They listen carefully and work hard. Outcomes for the end of Year 1 and key stage 2 national tests in 2024 show that pupils attain in line with national averages.

Pupils behave well. They are happy and safe. They know staff will help and look after them. The school is inclusive. The specially resourced provision for pupils with SEND, 'The Base', for pupils with autism is very much a part of the school. Pupils who attend The Base play happily with other pupils in the school and attend some of their lessons alongside their peers.

Pupils enjoy a range of wider opportunities to broaden their horizons. This includes a residential trip and visits to museums, theatres and local areas of interest. Pupils are encouraged to become responsible citizens. They enjoy taking on responsibilities, such as being play leaders and school councillors.

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

The school has reviewed and developed the curriculum since the last inspection. The trust has supported the school with this. It is ambitious and is becoming more established across subjects. The essential knowledge, skills and vocabulary that pupils should learn and the order in which they should learn them, are clearly identified from early years to Year 6. This helps pupils build on their learning over time. The school has also considered linking together important knowledge from each subject across the curriculum. Through this, pupils make connections between what they learn in different subjects, which helps to build their broader understanding.

Teachers have secure subject knowledge and explain information clearly. They check pupils' understanding through questioning. Mostly, teachers choose activities that support learning well. Sometimes, teaching does not support pupils who are ready for new learning to move on swiftly. This means some pupils do not get the depth of knowledge they are capable of.

Staff support pupils with SEND well so they can access the full curriculum. The school identifies pupils' additional needs early and puts support in place quickly. Staff adapt teaching carefully and review support regularly. They use visual prompts and personalised targets to help pupils succeed. Pupils who attend 'The Base' have bespoke timetables. Their learning is carefully considered to allow pupils to make strong progression through their individual curriculums to meet their targets.

Staff are well trained to teach early reading skills. They match books to the sounds pupils know, which helps pupils read with confidence. Pupils who need extra support take part in additional sessions to help them become fluent readers. Staff promote a love of reading across the school. Pupils talk enthusiastically about the books they read. Older pupils can become reading ambassadors and help younger children practise their reading.

The early years provision is a strength of the school. Staff ensure that the early years curriculum inspires children to learn. Staff are highly ambitious for all children. They encourage children's participation in all aspects of learning and development. Children are absorbed in activities. Routines are very well established and children follow these consistently. Staff know the children exceptionally well and ensure that learning builds over time. They also support children's personal and social development extremely well. As a result, children become happy, successful and enthusiastic learners. They are exceptionally prepared for Year 1.

Outdoor play is an important part of school life. Play times are purposeful. Pupils love the wide range of activities such as den building and various sporting opportunities. Year 6 pupils develop confidence and resilience through the annual residential visit. The school has a well-considered personal, social, health and economic education provision. This helps pupils to be ready for life in the wider world. For example, they learn about road and water safety and using the internet safely.

The school promotes positive behaviour through a clear and consistent approach that pupils understand. The school is calm and orderly and lessons are disruption free. The school monitors attendance closely and works with families to remove any barriers to attendance. The school challenges poor attendance effectively.

Staff feel proud to work at the school. Governors and senior leaders consider staff's workload and support staff's well-being. Governors understand their statutory responsibilities and carry them out effectively. They know the school well and remain committed to its continued improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teaching activities are not used well enough to support pupils who are ready to move their learning on further. As a result, some pupils do not gain the depth of understanding that they are capable of. The school should ensure that teaching activities are used to support pupils that are capable of learning more.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146262
Local authority	Middlesbrough
Inspection number	10379410
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	239
Appropriate authority	Board of trustees
Chair of trust	Stuart Crowther
CEO of the trust	Nick Blackburn
Headteacher	Lucy Rehbohm
Website	www.martonmanorprimary.co.uk
Dates of previous inspection	19 and 20 January 2023, under section 5 of the Education Act 2005

Information about this school

- The school is part of Lingfield Education Trust.
- The school has nursery provision for three- and four-year-olds.
- The school has a breakfast- and after-school club.
- The school uses one registered alternative provider.
- The school has a specially resourced provision unit for pupils with autism spectrum disorder. There are 15 places and at the time of this inspection all places were filled.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. The writing, physical education and art curriculums were also discussed as part of this inspection and pupils' work in these subjects was reviewed.
- The lead inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- Inspectors held discussions with the headteacher and other members of the leadership team.
- The lead inspector met with members of the governing body and the board of trustees. The lead inspector also met with the trust's regional hub director of education.
- Inspectors reviewed a range of documents, including records of governing body meetings, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with staff about their workload and well-being. Inspectors considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors also reviewed the responses that were received through the Ofsted online questionnaire, Ofsted Parent View, which included free-text comments.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

Mike Smit

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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