

# The Market Rasen Church of England Primary School

Mill Road, Market Rasen, LN8 3BL

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The exceptional leadership of the headteacher, with excellent support from governors and senior managers, has been instrumental in bringing about rapid school improvement. Pupils' achievement and teaching have improved markedly since the previous inspection.
- Pupils make good progress from their starting points across the school. In 2013 pupils left Year 6 with attainment which was above average in both English and mathematics.
- Teaching is consistently good and some is outstanding. Lessons are well planned and lively. Knowledgeable and challenging teaching engages the interest of pupils.
- Pupils' behaviour is excellent. They are very keen to learn, relish opportunities to take responsibility and are extremely kind and respectful to each other, staff and visitors. All say how very safe they feel in school.
- Leadership and management are outstanding. Leaders and managers at all levels share their considerable expertise through federation arrangements with a neighbouring school. Leaders, managers and governors very accurately evaluate the school's work and identify precisely what needs to be done next. The skills of staff are valued, nurtured and very well deployed. Consequently the school has excellent capacity to improve further.

### It is not yet an outstanding school because

- Teaching is good and improving but not enough is outstanding.
- There remains a small gap in achievement between pupils who are supported by the pupil premium and those who are not.

## Information about this inspection

- Inspectors observed 18 lessons and part-lessons which included two joint lesson observations with the headteacher and shorter visits to classrooms. They also listened to pupils read and observed the teaching of literacy and numeracy to smaller groups of pupils.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at pupils’ books, progress data, safeguarding information and other documentation.
- Seventy six responses to the online questionnaire, ‘Parent View’, were considered as well as those from questionnaires completed by school staff.

## Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Renee Robinson

Additional Inspector

Colin Lower

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is average.
- A below-average proportion of pupils are from minority ethnic backgrounds and a similar proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is average whilst the proportion supported at school action plus and with a statement of special educational needs is well-above average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The school has formed a soft federation with Nettleton Primary School. The executive headteacher leads both schools and spends approximately three and a half days each week at Market Rasen and one and a half days at Nettleton.

### What does the school need to do to improve further?

- Further improve teaching so that more is outstanding by:
  - checking pupils' work regularly in lessons in order to quickly move them on to the next task when they are ready
  - giving pupils more opportunities to complete practical activities relevant to real life to enrich their understanding of mathematics
  - providing more time in lessons for pupils to check and assess their own and each other's work.
- Further reduce the remaining small gap in achievement between pupils who are supported by the pupil premium and those who are not by providing even more sharply focused and timely extra help for pupils who need it.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress throughout the school because they are well taught and have excellent attitudes to learning. In classes they were seen to work extremely hard and the work in their books confirms the good progress they are making.
- Children enter the Reception class with skills which are broadly typical for their age. They settle quickly into school routines and make good progress to reach standards which are average, and sometimes above average, when they enter Year 1. A stimulating learning environment, both indoors and out, allows children exciting opportunities to become confident learners.
- Pupils make good progress as they move through Key Stage 1. Results of assessments in phonics (the sounds that letters make) are above average. Skilled phonics teaching helps pupils make good progress in learning to read. Most are confident readers who enjoy choosing their own books and have good strategies for reading unfamiliar words.
- Pupils continue to make good progress in Key Stage 2. Results in tests and assessments show a steep upward trend over the last three years. They were significantly above average in reading, writing and mathematics in 2013.
- Attainment in mathematics has risen markedly since 2010. Pupils confidently use their literacy skills to solve word problems in mathematics. Year 4 and 5 pupils particularly enjoyed solving problems which related to their exciting trip to the National Space Centre. However, in some mathematics lessons pupils do not yet have enough opportunities to take part in practical activities, relevant to real life, in order to extend their mathematical understanding.
- Pupils' speaking and listening skills and their social and moral understanding are all developed well in lessons. Pupils cooperate well in pairs, groups and teams and share resources, ideas and information sensibly.
- Extra funding (the pupil premium) has been spent wisely on providing skilled, precision teaching in small groups and individually for pupils who need more help. The provision of an extra small class for younger pupils has been notably successful in allowing pupils to make faster progress in their learning. However, in 2012 a small gap (of approximately one term in mathematics and writing and less than this in reading) in the achievement of pupils eligible for free school meals and those who are not remained. It is, rightly, a school priority to close this gap further by providing even more precisely targeted extra help when this is needed.
- Disabled pupils and those who have special educational needs, the pupils who are most able and those few pupils who speak English as an additional language all make good progress because lessons are well planned and work is closely matched to their needs. They receive skilled support from both teachers and teaching assistants.

### The quality of teaching is good

- Teaching across the school is consistently good and in some lessons it is outstanding. Teachers have excellent relationships with their pupils and expectations are high. Pupils respond by showing a real enthusiasm for learning, as the extra effort they put into work seen in their homework books testifies.

- Teachers make good use of praise and rewards to build pupils' confidence. This, combined with their knowledgeable teaching and clear explanations, allows pupils to make good and sometimes outstanding progress.
- Teachers provide a wide range of interesting tasks and varied activities to help pupils learn. Children in the Reception class enjoyed learning and increased their understanding of Indian culture and the festival of Diwali as they painted their hands, made candles and visited their own Indian restaurant.
- Books are marked and their work is assessed regularly. Extra 'closing the gap' tasks are set which help pupils make even faster progress. At present pupils have limited opportunities to assess their own and, particularly, each other's work.
- Teachers usually provide challenging tasks for all groups of pupils which are neither too easy nor too hard and pupils enjoy rising to the challenge set. However in a small number of lessons pupils' learning is not checked quite regularly enough so they do not move on sufficiently quickly to the next task when they have already mastered or understood their current work.

### **The behaviour and safety of pupils are outstanding**

- Pupils' typical behaviour is excellent. Records show that there have been no exclusions for the last two years, no bullying and no racist comments have been made.
- In lessons pupils have excellent attitudes to learning, they answer questions readily and work very hard. Around the school and in the dining hall their behaviour is also excellent. They show real kindness towards each other and respect for all members of staff and visitors.
- Pupils relish the opportunities they are given, for example, to serve as school prefects. They also have great pride in their school and value the rewards that the school gives when their excellent behaviour or effort is recognised. They are particularly proud to wear the bright yellow sweatshirt which is given for the 'star of the week' in each class.
- Attendance has improved since the last inspection and is now above average. A very successful breakfast club encourages pupils to be in school early in the morning and a wealth of after school clubs and activities, which the majority of pupils attend, means they enjoy learning beyond the normal school day.
- Pupils say how very safe they feel in school and parents agree. Pupils are extremely knowledgeable about different types of bullying, including cyber-bullying, and have a thorough knowledge of how to keep themselves safe.
- Pupils who need extra support because they are new to the school or whose circumstances may make them vulnerable receive excellent personal support. Good use is made of specialist outside agencies to ensure pupils get exactly the right specialist help and support.
- Pupils' spiritual, moral, social and cultural development is promoted particularly well in lessons and in very meaningful assemblies. Pupils are quite clear about the difference between right and wrong and the school's Christian ethos underpins its work.

**The leadership and management are outstanding**

- The school has improved rapidly since the previous inspection demonstrating an excellent capacity to improve further. Under the exceptional leadership of the headteacher, governors and all staff continually and relentlessly strive for further improvement.
- The school's analysis of its own work is extremely thorough and precise priorities for improvement are continually being identified and speedily acted upon to move the school forward.
- Staff performance is carefully and sensitively managed. Staff are well deployed and their skills are recognised and nurtured. Consequently morale is high.
- The quality of teaching is monitored very carefully and staff receive high quality training, closely matched to their needs, to help them improve their skills further. As a result the quality of teaching has improved markedly since the last inspection.
- The considerable expertise of the headteacher, senior leaders, subject leaders and, increasingly, governors is shared with a neighbouring school through close partnership work in a soft federation.
- All pupils have good equal opportunities to succeed. Discrimination of any kind is not tolerated. The wise spending of extra funding has ensured that only a small and narrowing gap between those eligible for pupil premium funding and other groups remains.
- Parents are very supportive of the school. The large number of positive responses to the online questionnaire, 'Parent View', clearly show they fully recognise the good quality of education that the school provides.
- The curriculum is well matched to pupils' needs. It develops their very good literacy and numeracy skills and supports their spiritual, moral, social and cultural development particularly well. It is reviewed regularly and recent changes to embrace the 'International Primary Curriculum' have made learning even more enjoyable for pupils and teachers. Sport is a strength of the school. Extra funds to support physical education have allowed the school to strengthen its already very good provision which includes high quality specialist teaching of sport and particularly swimming.
- Safeguarding procedures fully meet requirements. All staff are well trained and completely aware of child protection and risk assessment procedures.
- The Local Authority recognises the rapid improvements the school has made and now provides light touch support. It helps to provide training on, for example, improving the quality of teaching and learning.
- **The governance of the school:**  
Governors are both highly supportive of the school and equally highly challenging of the quality of its work. They are extremely knowledgeable about the school's performance, how well pupils are making progress, the quality of teaching and how staff performance is managed. Governors have been proactive in determining priorities for improvement and moving the school forward. Finances are well managed and governors hold the school particularly closely to account for how pupil premium funding is used.

## 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

<b>Unique reference number</b>	120577
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	425005

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Parkinson
<b>Executive Headteacher</b>	Andrew Smith
<b>Date of previous school inspection</b>	8 February 2012
<b>Telephone number</b>	01673 842395
<b>Fax number</b>	01673 843866
<b>Email address</b>	enquiries@marketrasen.lincs.sch.uk

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