

Marine Park Primary School

Hatfield Square, Woodbine Estate, South Shields, Tyne and Wear NE33 2RD

Inspection dates

8–9 March 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- This is a school that makes a very positive difference to the education and lives of its pupils and their families.
- The headteacher, governors and school leaders provide exceptional leadership, set high expectations and pursue further improvements relentlessly. As a result, pupils flourish socially and academically and make outstanding progress.
- All groups of pupils achieve exceptionally well across the school as a result of the highly effective teaching, care, guidance and support they receive.
- Pupils who are disadvantaged, those who have special educational needs and/or disabilities, those who speak English as an additional language and the most able make rapid and sustained progress.
- The most able disadvantaged pupils are very well catered for by the school. Leaders focus precisely on their needs and address effectively any barriers to learning.
- Teaching is highly effective and is characterised by very good subject knowledge, precise attention to pupils' individual needs and effective questioning.
- The early years is very well led and children make outstanding progress, often from starting points that are well below average for their age.
- Pupils' personal development is outstanding and they display very positive attitudes to their learning, demonstrating maturity and resilience across a range of subjects.
- The behaviour of pupils is outstanding and any disruption to learning is extremely rare and efficiently dealt with by teachers if it does occur.
- The curriculum is wide ranging, varied and engaging. Pupils' learning and development are enriched by sports and arts, as well as numerous trips and visits from authors and illustrators.
- The provision for pupils' spiritual, moral, social and cultural development is a strength and permeates the school's work. This is an inclusive school that celebrates diversity.
- Attendance is broadly average, but too many pupils take extended leave during school time.

Full report

What does the school need to do to improve further?

- Continue to be rigorous in challenging parents and carers to ensure that their children attend school every day and reduce the frequent extended leave some pupils have during school time.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The very highly regarded headteacher and leaders at all levels work exceptionally well as a team and are focused on the sole purpose of improving the academic and personal outcomes for all pupils. As a result, this is an extremely successful learning organisation that is striving for, and succeeding in, providing the very best for the pupils. Furthermore, the headteacher is frequently used by the local authority to support other schools.
- The headteacher and governors know the school very well. The school's self-evaluation is accurate and helps to inform priorities and plans for improvement. Leaders check the effectiveness of the school's work frequently and rigorously. As a result, any weaknesses are quickly identified and addressed.
- Subject leaders make sure that planned actions are implemented and pupils' excellent progress is maintained. Leaders with responsibility for literacy and numeracy have excellent subject knowledge and provide effective support for staff. They monitor pupils' progress regularly by checking on their work.
- Pupils' knowledge and understanding are deepened and their progress accelerated as a result of a wide range of interesting, engaging and motivating lessons and extra-curricular activities. Pupils are genuinely excited about their learning and are keen to talk about their successes. Regular trips, residential visits and visiting speakers, such as authors and illustrators, stimulate pupils' interest and creativity. Teachers give pupils plenty of opportunities to apply their reading, writing and numeracy skills across a range of subjects and activities.
- Communication between school and home is frequent and effective. Parents have opportunities to attend a range of workshops, for example on literacy and numeracy. Every parent who spoke with inspectors agrees that the school communicates well and would unanimously recommend the school to another parent.
- The leadership of teaching is outstanding. The school has a very effective programme of continuing professional development and works well with other schools to share its expertise and best practice with colleagues. Leaders and governors use appraisal effectively to hold staff to account and to make sure the high standards are maintained. Staff who spoke with inspectors or who completed the online questionnaire agree that the school provides effective and relevant training that helps them to improve their practice. As a result, teachers thrive and deliver interesting and engaging lessons, and leaders lead successfully so pupils do well.
- Regular checks on the quality of teaching and the impact it has on outcomes for pupils are a key factor in the outstanding progress that pupils make across the school. Newly appointed teachers are well supported in their roles and they recognise and appreciate this.
- The school makes very good use of the additional funding it receives in the forms of the pupil premium and the physical education and sport premium. For example, disadvantaged pupils make outstanding progress in the school in part because of the effective use of the pupil premium to provide extra targeted resources and additional

staff. Likewise, the funding for pupils who have special educational needs and/or disabilities has a very positive impact on pupils' progress.

- The school's curriculum is well designed to meet the needs of pupils. It is particularly coherent in the way separate subject areas are linked together by common themes without losing the particular features of each subject. For example, pupils in Year 6 continued to develop their literacy skills when writing a role play about trench warfare while studying the first world war. They also learned key historical concepts such as chronology and the methods that are used to understand the past. As a result of this well-designed curriculum, pupils develop their knowledge, skills and understanding effectively and this is at the root of the exceptional progress they make.
- The curriculum is very well enhanced by a wide range of extra-curricular opportunities for pupils to participate in sport, clubs and trips.
- The school promotes the pupils' spiritual, moral, social and cultural development very well. For example, pupils in Year 1 effectively developed their artistic skills and understanding as they created work in the style of Mondrian, Seurat and Monet. As a consequence, the school's walls are replete with high-quality artwork from pupils that demonstrates a good cultural understanding of key artists and art movements. Moreover, the school successfully places a particular emphasis on the development of pupils' social and emotional development across the curriculum and this is at the heart of their outstanding personal development.
- The school promotes fundamental British values well. For example, elections to the school council are explicitly linked to developing pupils' understanding of the democratic process. In addition, pupils' interactions with each other are characterised by mutual respect and tolerance. These values are modelled well by staff in the school. As a result of all this work, pupils are well prepared for life in modern Britain.

Governance of the school

- Governors are highly effective. They have an excellent range of skills, expertise and experience and fully represent the school's diverse community.
- The governing body has an in-depth knowledge of the school's strengths and areas for improvement. Governors visit school regularly and take advice from external sources which informs their decisions and against which they check on the school's progress. Governors have high expectations and ambitions for the school and these have been shared successfully with staff and parents. They provide appropriate challenge and support, for example through checking the performance management of teachers and meetings with subject leaders.
- Governors have a clear understanding of how the pupil premium grant is spent and the impact the spending has on the progress of this group of pupils. The school has been recognised by the Department for Education for its effective work in improving and sustaining the impressive outcomes for pupils, including those who are disadvantaged. Governors are clear about how the school's physical education and sports premium is spent and the impact it has had on pupils' participation rates, adoption of active and healthy lifestyles, improved sporting performance and success in sporting competitions. The school is rightly proud that it has achieved the Gold Sports Award on three

consecutive occasions.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils talk about how safe they feel and describe how they know who to turn to if they are in need or require help. Pupils care deeply for each other and will listen to any concerns that their peers might have and communicate them to the relevant adult. Pupils very much appreciate this and talk about how it helps them to feel safe. Parents who spoke to inspectors overwhelmingly say that their child feels safe at the school and appreciate the care shown to their children by staff. 'I love the way that Marine Park celebrates individuality and has the needs of children at the heart of everything,' said one parent.
- The systems which the school uses to deal with referrals to the designated safeguarding lead are rigorous and robust. Staff also know who to turn to if they have concerns about the welfare of a child. Similarly, the school works very effectively with other agencies to protect any children who might be at risk. School leaders are not afraid to challenge the local authority if they feel that the response they get to any referrals of concern is not appropriate.
- The training of the designated safeguarding lead and her deputy is up to date and at an appropriate level. Key staff and governors have undergone the necessary training in, for example, the 'Prevent' duty, the government's anti-extremism strategy, and this has been disseminated to all staff.
- The single central register of checks that the school makes on the backgrounds of staff and their suitability to work with children complies with the requirements.

Quality of teaching, learning and assessment

Outstanding

- As a result of the highly engaging, interesting and effective teaching they receive, pupils make rapid progress.
- Teachers throughout the school have high expectations and are ambitious for pupils' futures. There is a 'no excuses' culture and teachers expect all their pupils to do well. Pupils rise to the high expectations by demonstrating a keenness to learn.
- Classrooms, corridors and other rooms, such as those used for support work, are bright, cheerful and stimulating. Displays celebrate pupils' work.
- Teachers plan pupils' learning carefully, based on a thorough understanding of their individual needs. Transitions between activities are usually smooth and as a result time in lessons is largely used efficiently.
- Teachers display a strong subject knowledge and use appropriate technical vocabulary, with precision. This helps pupils to develop their knowledge and understanding of the key concepts in each subject and thus to make good progress. Inspectors' extensive scrutiny of pupils' work revealed the impact that teaching is having in securing outstanding outcomes for pupils over time.
- Most teaching is characterised by very effective questioning that assesses, probes and

develops pupils' understanding well. Teachers use pupils' misconceptions or errors constructively to help them make progress. This was seen to very good effect during a Year 5 lesson when pupils articulated and defined their understanding of factors and prime numbers; then together the teacher and class addressed any misconceptions.

- Teaching develops pupils' key skills in reading, writing and mathematics exceptionally well across all areas of the curriculum, including in topic work. The most able pupils display the ability to write with a high level of sophistication and already show they are working at greater depth.
- The highly effective deployment of teaching assistants and the impact this has on pupils' progress are strengths of the school. Teaching assistants work especially well with groups of pupils of similar abilities to help them make faster progress. This is particularly noticeable in the teaching of pupils who have special educational needs and/or disabilities and those who speak English as an additional language. Teaching assistants have good levels of knowledge to support their role and many have higher qualifications.
- Phonics is taught well in the school and pupils of all abilities demonstrate they can use the approach they have been taught in order to tackle unfamiliar or difficult words. Teachers promote a culture of reading and the decision to have whole classes reading the same book has stimulated pupils' interest and joy in reading. In Year 6, for example, pupils reading 'My Dad's a Birdman' and in Years 4 and 5 pupils reading 'Fog Hounds' explained that they enjoy reading the same book as their friends because they can talk to them about it and share the enthusiasm.
- The school does not set formal homework but does expect pupils to read regularly, learn their tables and spellings, and do occasional topic work.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- From an early age, pupils display very mature attitudes to learning that are often in advance of what one would expect of pupils of similar ages. One pupil told inspectors 'We all have our own special personality and that makes us unique.'
- In the early years, children are urged to take responsibility for their own learning and this strong start is built upon successfully as they progress through the school. By the time they reach Year 6, pupils demonstrate the independence of thought and the personal responsibility required to make a successful transition to secondary education.
- Pupils display excellent attitudes to their learning. They have the self-motivation, curiosity and work ethic that characterise highly effective learners. They work well, either on their own or with their peers. They readily help each other in lessons, and this creates a strong sense of a single learning community working towards a common goal. Pupils listen to each other respectfully and know how to deal with situations where they have different opinions: as one pupil put it, 'We do not disagree, we debate.'
- Many pupils enter the school with levels of social and emotional development that are

well below those of children of the same age nationally. The school rightly puts a great deal of effort into working with these pupils. Staff have a detailed knowledge of this aspect of pupils' needs and the outstanding progress in personal development that pupils make is the bedrock of their strong progress across the school.

- Pupils have an excellent understanding of how to develop healthy lifestyles. The curriculum and the culture of the school promote a healthy approach to eating, exercise and taking care of our bodies. For example, pupils are involved in growing food in their own vegetable garden.
- Pupils know how to stay safe, and report they always feel safe in school. An extensive programme of personal, social and health education teaches children how to identify and address potential risks and dangers. Pupils have the skills to be safe when using mobile phones and the internet. They also know what to do should anyone try to persuade them to be unlawful or anti-social, or to do something against their will.
- When they are old enough, pupils take on leadership roles around the school, which adds to the richness of their personal development. For example, at lunchtimes older pupils help younger pupils with their lunches. In addition, they do much for the community. Marine Park is a 'Dementia Friendly' school. Pupils visit care homes and read stories to residents and the impact of their work is astounding, both for those receiving the pupils' help and pupils themselves.

Behaviour

- The behaviour of pupils is outstanding.
- The school does all it can to ensure that pupils attend regularly, and most do so. However, attendance rates are broadly average because some pupils miss school to attend religious festivals, and a significant number take extended periods of leave to visit families overseas. The school recognises that more needs to be done to reduce this absence.
- However, beyond these absences, attendance continues to improve and persistent absence is low. By building a culture of high aspiration, the school communicates to all families the value and importance of attending school regularly. Pupils want to come to school because of the outstanding quality of education that they receive. An early-morning breakfast club offers pupils and their families helpful support to ensure a positive start to the day.
- Pupils conduct themselves exceptionally well around the school. They move in an orderly fashion between activities. They are extremely polite to each other and to staff and visitors. As a consequence, there is a calm, orderly and purposeful air about the school at all times.
- Pupils demonstrate self-discipline both in and outside lessons. For example, they patiently await their turn to contribute to discussions in class and listen carefully to the contributions of other pupils. Inspectors saw no disruptions to learning as a consequence of pupils' behaviour. On the very rare occasion that a pupil did slip off task, they were quickly and calmly refocused by teachers or other staff.
- Pupils are keen to learn and do well. Their work is always well presented, neat, accurate and complete. Pupils respond eagerly and positively to teachers' written and

oral comments about their work.

- Pupils told inspectors that there is little evidence of bullying and teachers quickly resolve any minor issues. All the parents who spoke to the inspectors agree that the school makes sure that its pupils are well behaved and tackle bullying issues effectively.

Outcomes for pupils

Outstanding

- Pupils make rapid progress in reading, writing, mathematics and all other subjects as a result of the outstanding teaching and guidance they receive. A very large majority of pupils, including those who start from lower than typical starting points, are on course to meet the standards expected for their age. Many pupils across the school are on course to exceed expected standards in reading, writing and mathematics.
- Pupils' reading skills develop quickly as a result of effective phonics teaching and successful strategies to improve pupils' understanding of what they have read and to promote a love of reading. In 2016, by the end of Year 1, the proportion of pupils who met the expected standard in the phonics screening check was broadly average. This represents exceptional progress from their starting points.
- The proportion of pupils achieving the expected standard by the end of Year 2 in 2016 was again above average in reading, writing and mathematics. The proportion of pupils achieving higher than the expected standard in mathematics and writing was broadly average in each of these subjects. However, considering their starting points at the end of Reception, this again shows outstanding progress.
- The proportion of pupils achieving the expected standard, and the proportion at higher standards by the end of key stage 2 is significantly above average in reading, writing (including spelling, punctuation and grammar), and mathematics.
- A large majority of pupils in the school speak English as an additional language. The intense focus on language development and the successful teaching of reading and writing enable pupils who enter the school with little or no English to catch up. As a result, pupils who speak English as an additional language do equally as well as pupils who speak English as their first language nationally in reading, writing and mathematics at the end of key stage 1 and key stage 2.
- The achievement of pupils who are disadvantaged is exceptional throughout the school. Disadvantaged pupils are identified early and any pupil at risk of falling behind receives additional bespoke support to tackle any issues immediately. In 2016, at the end of key stages 1 and 2, pupils who are disadvantaged made greater progress than other pupils nationally in reading, writing and mathematics. Information provided by the school shows that pupils who are disadvantaged are often making faster progress than other pupils in the school.
- Pupils who have special educational needs and/or disabilities benefit from high-quality teaching and effective help and support. As a result, these pupils do well and their progress matches that of other pupils in the school.
- The most able children are quickly identified in the early years. Throughout the school, the most able pupils have a wide range of opportunities to increase their understanding and use and apply their knowledge in a range of subjects and activities. As a result, the

proportion of the most able pupils doing well is above the national average in reading, writing and mathematics.

- The school is justifiably proud to be acclaimed by the Department for Education for achieving progress in the top 3% of schools nationally.
- Information provided by the school shows that those pupils currently on roll are set to sustain and in many cases exceed the high standards of those who have left the school in recent years. The work in pupils' books confirms that a high proportion of pupils are achieving standards well above those expected in all subjects.
- Pupils are thoroughly prepared for the next stage of their education. Their literacy and numeracy skills are exceptionally well developed and they have acquired the necessary learning habits and skills that enable them to be confident, self-directed and successful learners.

Early years provision

Outstanding

- Teachers in the early years are highly skilled in assessing the attainment of children on entry to the school. This robust process means that they have a clear understanding of children's needs and can plan effective learning activities to meet them. Most children, whether they join in Nursery or Reception, arrive at the school working at levels well below those of children of similar ages nationally. This is particularly noticeable in the areas of communication and language and personal, social and emotional development. For example, on entry to Nursery, typically fewer than 20% of children are working within the expectations for children of their age.
- Given their often extremely low starting points, children in the early years make rapid and sustained progress. The proportion of children reaching a good level of development by the end of the Reception Year has increased significantly over the last three years and is now broadly average. A rigorous focus on early reading through effective, small group phonics teaching, writing and early mathematics ensures that children are well prepared and ready for their transition to key stage 1.
- Even those children who do not go on to attain a good level of development by the end of Reception have often made substantial progress during their time in the early years. In particular, those who speak little or no English and disadvantaged children make rapid progress in the early years and the difference between their attainment and the attainment of children nationally is diminishing rapidly.
- The school is determined that children have a successful and enjoyable start to their education. As a result, children get off to a flying start when they join the school in early years. They make rapid progress in their communication and language skills, being able to express themselves and to speak and listen in different situations, for example when playing and exploring outdoors.
- The responsiveness to children's needs is at the heart of the highly effective teaching in the early years. Teachers involve children, in ways appropriate for their age, in deciding which activities to undertake. This is a key aspect of the successful work the school does in developing positive attitudes to learning from the outset.
- School leaders have created a warm, nurturing and inviting environment in the early years, which successfully encourages children to develop highly positive attitudes to

learning. The children quickly form positive relationships with other children and with staff. The children are confident and have the ability to manage their feelings and emotions. The children adapt swiftly to the school's rules and routines. Children share, take turns and are happy to play and work with other children. Their behaviour and attitudes to learning are excellent as a result.

- Teachers and other adults have good subject knowledge and an understanding of how young children learn. Staff provide an encouraging learning environment. They arrange resources and equipment creatively inside and outside to engage and interest the children, to provide appropriate challenge and to sustain their concentration. The majority of staff use what they know about the children's progress highly effectively to adapt the questions they ask and to modify what the children do.
- Leadership of the early years provision is outstanding. The early years leader brings determination and commitment to effectively and accurately identify the many strengths and improve the early years provision.
- The school works effectively with parents. There is a genuine partnership that ensures that children do well. For example, the school provides a number of workshops and opportunities for parents to work alongside their children and enable them to feel more confident in supporting their child's learning at home.
- Safeguarding is effective. Safety in the outside areas is tightly controlled, adult supervision is carefully planned and monitored, and a full range of risk assessments is in place. For example, the teacher wisely removed any equipment which might be blown around on the windy 'kite flying' day.

School details

Unique reference number	108675
Local authority	South Tyneside
Inspection number	10023999

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	John Anglin
Headteacher	Alison Burden
Telephone number	01914 554513
Website	www.marineparkprimary.co.uk/
Email address	marinepark@marinepark.s-tyneside.sch.uk
Date of previous inspection	October 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Marine Park is a smaller than average-sized primary school.
- The school runs a breakfast club.
- The proportion of disadvantaged pupils in the school is much higher than the national average. Approximately 70% of pupils are from minority ethnic groups and, for a similar proportion of pupils, English is not their first language. The majority of pupils, around six out of ten, are from Bangladeshi backgrounds.
- The proportion of pupils with an education, health and care plan or a statement of special educational needs is broadly average, but the proportion of pupils receiving special educational needs support is about twice as high as the national average.

- The school meets the current government floor standards.

Information about this inspection

- Inspectors observed pupils' learning and behaviour in all year groups and all classes, including those of children in the early years. They talked to the pupils about their learning, progress and behaviour during these observations.
- The views of pupils were also considered from the 15 responses to the online pupil questionnaire. Inspectors carried out an extensive scrutiny of pupils' books to inform their judgements about pupils' progress, attainment and attitudes to learning. Inspectors also heard children read.
- Pupils' behaviour was observed around the school, including at breaktimes and lunchtime. Inspectors visited intervention groups for pupils needing extra help.
- Discussions took place with the headteacher, school leaders, teachers and three governors, including the vice-chair of the governing body. A telephone conversation was held with the chair of the governing body.
- Too few responses for analysis were received from Ofsted's questionnaire, Parent View, but the lead inspector held a meeting with a group of parents with support from an interpreter. Conversations were held with two parents who asked to speak with the lead inspector.
- Inspectors also took account of the views of eight members of staff who responded to the inspection questionnaire.
- School documents were analysed, including the school's self-evaluation, the school improvement plan and various action plans, the checks made on staff's suitability to work with children, governing body meeting minutes, and information about pupils' achievement, behaviour and attendance.

Inspection team

Steve Bywater, lead inspector	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector
Andy Jones	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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