

Inspection of a good school: Marshfield Church of England Primary School

Chippenham Road, Marshfield, Chippenham, Wiltshire, SN14 8NY

Inspection date:

18 October 2022

Outcome

Marshfield Church of England Primary School continues to be a good school.

What is it like to attend this school?

Marshfield is a welcoming, creative school where pupils are happy and feel safe. They say lessons are fun and they learn a lot. The many parents and carers who expressed a view are proud of the school. They told inspectors that it is, 'nurturing, caring and inspiring'.

Leaders want all pupils to succeed. Pupils are motivated to do their best and live up to the high expectations leaders have of them. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils are respectful and polite. They understand how to behave. This results in a calm and orderly environment in classrooms and around the school. Pupils say bullying is rare but if it does happen, adults deal with it quickly.

Pupils enjoy the range of clubs, events, and activities on offer. Leaders have created the 'Marshfield Musts' to provide pupils with valuable opportunities and experiences. These include joining community art projects and travelling on a train. Pupils were delighted to experience flamenco dancing and eat Spanish food.

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

Leaders have created an ambitious curriculum. They have made links between subjects to help pupils to learn well. For example, when learning about the origins of democracy in Ancient Greece, pupils use this information to explore democracy in modern Britain. Leaders want all pupils to experience a rich, engaging curriculum and have made adaptations to achieve this. In modern foreign languages, pupils learn Spanish and develop their knowledge of the culture in Spain and other Spanish speaking countries.

Reading is high priority. Leaders have set out what pupils will learn at each stage. Staff are well-trained in the teaching of early reading. They apply the chosen phonics approach consistently. This means that most pupils are becoming confident, fluent readers. If pupils

do fall behind, they receive the support they need to catch up. Pupils enjoy adults reading to them and they enjoy reading to adults and each other. Books are matched to the sounds pupils know. Older pupils benefit from well-planned reading opportunities across the curriculum. Access to a wide range of books and reading activities, such as 'book at bedtime', increase pupils' enjoyment of reading.

Pupils enjoy the varied mathematics curriculum, particularly the challenge which they say, 'stretches your brain'. In the early years, children explore numbers in a range of ways. Adults encourage them to talk about what they notice. Pupils swiftly recall their multiplication and division facts. They are encouraged to explain their reasoning to deepen their understanding. Leaders have identified, in precise detail, what they want pupils to learn in most areas of the mathematics curriculum. However, where this is not the case, sometimes pupils do not learn content as well.

Leaders provide professional development opportunities for staff that strengthen teaching. Staff use assessment well in some subjects to identify gaps in pupils' knowledge and check what they can remember. However, sometimes assessment is not precise and leaders' knowledge about pupils' learning is not as secure.

Pupils know how to behave in lessons and around the school because leaders have high expectations. Clear routines established in the early years are built upon. Pupils are keen to learn. They focus well during lessons.

All staff have high ambitions for pupils with SEND. They make adaptations that enable all pupils to play a full and active part in school life. Leaders include the views of pupils, parents and carers when planning extra support.

Pupils are respectful, tolerant, active citizens who live out the school values. They understand there are different types of families and can talk about healthy relationships. The personal, social, health and economic education curriculum helps pupils to keep themselves safe.

Staff are proud to work at Marshfield. They say the school is well-led and managed by leaders, who prioritise staff well-being and workload. Governors take their roles seriously and have an accurate view of what the school does well and where it can be developed further. They provide support and challenge to senior leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Staff know pupils and families well and quickly identify signs that indicate pupils may need help. Leaders ensure that staff receive comprehensive, up-to-date training in keeping pupils safe. Safeguarding records are detailed and show swift action to involve other agencies when needed. Leaders carry out the necessary checks to ensure that adults are safe to work with children.

The curriculum provides pupils with the knowledge they need to stay safe in different situations. This includes how to stay safe online. Pupils know who they can go to should they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the mathematics curriculum, leaders have not broken down content into the small steps of learning. As a result, sometimes pupils miss learning important steps. Leaders should ensure all aspects of the mathematics curriculum is carefully sequenced so that pupils do not have gaps in their understanding.
- Assessment is not used effectively in some foundation subjects. Consequently, teachers are not always sure how secure pupils' knowledge is. Leaders must sharpen the use of assessment in the foundation subjects so they know that pupils are gaining and retaining the knowledge they need.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

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	109168
Local authority	South Gloucestershire
Inspection number	10240483
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Co-chairs of governing body	Clare Webb and Stephen Jeffreys
Headteacher	Jessica Bolt
Website	www.marshfieldprimary.org.uk
Date of previous inspection	4 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. The last section 48 inspection took place in March 2018.
- There have been some changes in governance since the last inspection.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, subject leaders, special educational needs coordinator and two members of the governing body. The lead inspector also had a telephone conversation with a representative of the local authority.
- Deep dives were carried out in these subjects: reading, mathematics and modern foreign languages. For each deep dive, the inspector discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To check leaders' management of safeguarding, the lead inspector spoke with the headteacher, who is also the designated safeguarding lead. The inspector scrutinised the single central record and records related to behaviour and safeguarding concerns. Inspectors spoke with pupils, staff and governors to check their views on safeguarding.
- Inspectors scrutinised the school's website and a range of documents, including the school's own improvement plans, self-evaluation document and minutes of governing body meetings.
- Pupils' behaviour was considered at various times of day, including in lessons and around the school.
- Inspectors met with groups of pupils to seek their views about the school.
- The inspection team took note of the responses received on Parent View and considered the results of the Ofsted staff and pupil surveys. An inspector spoke to some parents and carers at the end of the school day.

Inspection team

Faye Heming, lead inspector

Ofsted Inspector

Martin Greenwood

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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