

Marshfield Church of England Primary School

Chippenham Road, Marshfield, Chippenham, SN14 8NY

Inspection dates 26–27 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching over time is mostly good, with examples of outstanding teaching. Consequently, from their starting points, pupils make good progress overall.
- Pupils' good, and at times exemplary, behaviour, is promoted through the school's inclusive approach, which is reflected in how pupils feel safe in school and the school's motto, 'proud to be me, inspired to be better'.
- All groups of pupils, including those who are disabled, those who have special educational needs, those known to be eligible for free school meals and those receiving additional funding through the pupil premium achieve well. Pupils' attainment in reading and mathematics is well above the national averages.
- The creative curriculum is enriched by music, art and sport. Staff are in the early stages of planning opportunities for pupils to apply their literacy and numeracy skills across different subjects.
- A strong leadership team, including effective governance, is committed to continuing to raise standards of writing further through the management of teachers' performance.
- Since the last inspection, rigorous systems for assessment have been established. Teachers and school leaders interpret data on pupils' progress efficiently, so, when required, timely interventions are in place for groups or individual pupils.

It is not yet an outstanding school because

- Whilst attainment in writing is above national averages, school tracking shows that some pupils' progress in writing is variable. A smaller proportion of pupils reach the higher levels in writing. Work in books over time shows that written work is not always consistently marked with points for improvement.
- Occasionally, in some lessons, expectations are not always high enough for all pupils to focus on presenting their best work.

Information about this inspection

- Inspectors observed 12 lessons, involving eight different teachers. Three observations and the feedback to teachers were observed alongside the headteacher. The lead inspector carried out a joint learning walk with the headteacher. Inspectors observed morning and lunch breaks, and behaviour around the school and during an assembly.
- A meeting was held with a group of pupils, and many other pupils were spoken to during lessons. Meetings were held with the Chair of the Governing Body.
- Inspectors held meetings with school staff, including senior and middle leaders and lunchtime supervisors.
- Inspectors took account of 29 responses to the online Parent View survey and 15 responses to the staff questionnaire in planning and undertaking the inspection. A meeting was held with a group of parents, and a number of other parents were spoken to when collecting their children.
- The inspection team scrutinised pupils' past and present work, and looked at a number of documents, including the school's own data of pupils' progress over time, planning and monitoring and performance management procedures, and records relating to behaviour, attendance and safeguarding.

Inspection team

Jane Neech, Lead inspector

Her Majesty's Inspector

Anthony Green

Additional inspector

Full report

Information about this school

- Marshfield Church of England Primary is smaller than the average-sized primary school.
- Most pupils are of White British heritage and there are few pupils who speak English as an additional language.
- The proportion of pupils eligible for pupil premium support is lower than average.
- The proportion of pupils supported by school action and school action plus is below average. The proportion of pupils with a statement of special educational needs is below average. The pupils' needs relate mainly to severe learning and speech and language difficulties.
- The proportion of pupils joining or leaving the school at other than normal times is below average.
- All pupils are taught in mixed-year-group classes, with the exception of children in the Early Years Foundation Stage, who are taught in a Reception class.
- Privately funded pre-school facilities operate in the locality. They are managed independently and are not part of this inspection.
- The school performance is well above the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further raise expectations of the marking of pupils' written work to enable more pupils to reach higher National Curriculum levels in writing by:
 - ensuring letters are consistently well formed, the correct size, orientation and routinely joined as appropriate to pupils' ages and abilities
 - routinely correcting basic errors of punctuation and use of capital letters
 - establishing more regular opportunities for pupils to respond to teachers' marking during lessons and to improve their work.
- Ensure all pupils are always sharply focused on presenting their best work in lessons by:
 - raising expectations of presentation through advice, support and discussion.

Inspection judgements

The achievement of pupils

is good

- Children's skills on entry are generally in line with, or above, those expected. Children in the Early Years Foundation Stage quickly gain knowledge and skills well. By the time they reach the end of the Reception Year, their achievement exceeds local and national averages.
- Pupils maintain their good progress in Key Stage 1. Pupils read well, as a result of the emphasis on teaching of letter sounds (phonics) and the focused support they receive for individual reading. The 'Bookworm' initiative is particularly effective and appreciated by parents because their children are enthused to read.
- School and national assessments, pupils' work and observations of pupils currently in lessons show that by the time pupils leave the school, attainment is well above average. In mathematics, older pupils confidently tackle higher level work, such as using grid methods to solve complex problems.
- Pupils, including disabled pupils and those who have special educational needs, generally make good or, at times, outstanding progress from Key Stage 1 to the end of Key Stage 2. This ensures that an above average proportion of pupils are meeting or exceeding nationally expected rates of progress.
- Teachers use assessment effectively to track pupils' progress, including those for whom the pupil premium provides support and those joining school partway through a key stage. School tracking and work observed in books over time show that progress in writing is variable and not always as consistently high as in reading and mathematics.
- Pupils enjoy their learning. They talk about applying their imagination and trying out new vocabulary in literacy activities such as writing poetry. However, the inspectors agree with some pupils who report that the challenge from teachers' marking is not always consistently high, especially when responding to pupils' written work.
- The variability in the quality of written work over time includes, for example, common errors such as missing capital letters, incorrect punctuation and inconsistent joining of letters for handwriting. The school is aware this is preventing some pupils achieving higher levels in writing.
- A well-planned curriculum provides pupils with good opportunities to develop a range of skills, including communication. As a result, parents are quite rightly proud of how well prepared their children are for the next step in their education. Lower attaining pupils are nurtured through sensitive and effective support, which leads to a celebration of their success in achieving well. This demonstrates how the school promotes equality of opportunity for pupils.
- Those parents who responded to the on-line questionnaire and those who talked to the lead inspector believe their children are making good progress, and this is supported by most inspection evidence.

The quality of teaching

is good

- Over time, most lessons are taught well, with some that are outstanding. In the outstanding lessons observed, teachers skilfully capture pupils' interests. For example, in an outstanding session in the Early Years Foundation Stage, children responded impressively well to the teacher, who modelled listening activities in preparation for learning the sounds made by letters (phonics).
- Teachers' subject knowledge is a strength, leading to effective questioning which deepens pupils' understanding. In an effective English lesson where Year 5 and Year 6 pupils were challenged to create a balanced argument, the teacher carefully probed pupils' answers to extend their thinking.
- The teaching of reading is good, as can be seen by the way in which younger pupils use their knowledge of the sounds letters make (phonics) to work out unfamiliar words. Pupils use higher-level reading skills for research. In a Year 3 and Year 4 mixed-aged class, pupils

confidently referred to the features of non-fiction text in reference books, as a model for creating an information booklet about the local area.

- Teachers develop pupils' learning through topics, which link subjects such as English and history together. This relatively new approach to the curriculum allows pupils to apply their literacy skills across other subject areas. The school has plans to ensure that the coverage of topics takes into account pupils' different levels of abilities in the mixed-aged classes and includes the application of numeracy and information and communication technology.
- Well-targeted and successful interventions for pupils with a disability, special educational needs or identified as at risk of falling behind are rightly praised by parents and they ensure that no group of pupils is disadvantaged.
- In the best examples of teachers' marking, there are opportunities for pupils to improve their work and achieve their targets. For example, in a Year 1 and Year 2 mixed-year group mathematics lesson, some Year 2 pupils worked with the teaching assistant to improve their marked work from a previous lesson. This means that teaching assistants are well deployed to support and challenge pupils' learning.
- At times, in a few lessons, teachers do not follow up sufficiently on the quality of work produced by pupils. Where marking is not consistently used to comment on improvements needed, pupils do not always understand exactly what they need to do in order to make their work better, for example in writing, and so progress is not always as rapid or as sustained as in other subjects.

The behaviour and safety of pupils are good

- Parents, staff and governors interviewed and the majority of parents who responded through Parent View indicated that behaviour is typically good or better. Inspectors agree and found that frequently behaviour is outstanding, for example when pupils are enthused by stimulating and challenging teaching, as in an outstanding Year 5 and Year 6 mixed-aged mathematics lesson, whose fast pace held the pupils' interest throughout.
- There is a high degree of trust from parents in how well the school looks after their children. An overwhelmingly positive number of parents reported that their children were safe in school. Inspectors observed behaviour at play times, lunchtimes and during an assembly and agreed that pupils' behaviour at these times is exemplary.
- Pupils interviewed displayed a well-developed understanding of the difference between 'falling out with your friend' and different forms of bullying. Pupils respect differences between cultures and social groups and talked about how everyone is valued in school.
- All adults in school model excellent relationships and consequently pupils' good manners and respect for the needs of others are excellent. The 'Citizenship Award' for good behaviour reflects the emphasis placed on developing pupils' social skills.
- A few parents who responded to the Parent View questionnaire had concerns about how the school deals with bullying or listens to their concerns. Pupils who talked to the inspectors said that incidents of bullying are rare and, if they occasionally occur, are quickly dealt with. Parents who met with the inspectors also confirmed that individual incidents are quickly followed up, with full parental involvement at all stages.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through varied curriculum and enrichment activities. The school orchestra is well supported by pupils, and parents praise the choice of instruments pupils can learn to play. Pupils' successes in singing are reflected in the national Sing Up Gold award.
- There have been no exclusions over the past years. Pupils have a clear understanding of sanctions and rewards. School records show that any incidents are followed up rigorously.
- The pupils' year-on-year attendance is above average. Persistent absence remains at a low figure and punctuality is excellent.
- Behaviour is not yet outstanding at all times because, occasionally, in a few lessons, some pupils pay less attention to producing the work of which they are capable, because adults do not always have high enough expectations or give pupils advice as to how to improve

their work.

The leadership and management are good

- The headteacher's drive and determination in the pursuit of excellence are shared by a highly committed staff and means that the school provides its pupils with a good education. The headteacher is well supported by senior leaders and governors. Their ability to collaborate in maintaining high standards and bringing about further improvement is clearly demonstrated where teaching is outstanding.
- Leaders, including governors, monitor, evaluate and develop teaching effectively through focused performance management. The headteacher provides the governing body with comprehensive information and so governors have an accurate view about the quality of teaching over time. School leaders are aware that a small amount of teaching in a few areas is moving forward at a slower rate than other aspects of teaching, for example in the consistency of marking and responding to pupils' work, especially in writing.
- Since the last inspection, senior leaders have led improvements in how pupils' performance is tracked and assessed. Teachers and senior leaders regularly scrutinise data on pupils' performance, leading to support where necessary. Consequently, teachers are clearly accountable for the progress of pupils in their classes.
- Typical features of the school's effective leadership and management contribute strongly to the outstanding promotion of pupils' spiritual, moral, social and cultural development. Pupils demonstrate how well they understand growing up in Britain and the skills they will need as adults, for example knowing how to bring up a child and being literate and numerate.
- Pupils say they enjoy school, are treated fairly and know how to keep themselves safe. They talk about the school values, such as truthfulness, and how this is represented in their daily lives.
- The school works with a range of partners and responds well to suggestions from parents, such as the inclusion of more competitive sport. The school works with other schools through sporting and cultural events. Local authority specialists support the school in monitoring pupils' attendance and working with parents. As a result, attendance is above average.
- The local authority provides a light touch for this good school. This support has been beneficial in further developing the quality of teaching and maintaining pupils' achievements.
- **The governance of the school:**
 - is good and contributes strongly to the school's strategic direction and is extremely proactive in ensuring performance management is robust
 - uses its expertise and skills effectively in the pursuit of educational excellence
 - holds senior staff to account and ensures efficient financial management
 - ensures all safeguarding and child protection policies meet requirements.

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

Unique reference number	109168
Local authority	South Gloucestershire
Inspection number	493082

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Dr David Spence
Headteacher	Kay Pettifer
Date of previous school inspection	16 January 2008
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