

# INSPECTION REPORT

**MARSHFIELD CE VC PRIMARY SCHOOL**

CHIPPENHAM

LEA area: South Gloucestershire

Unique reference number: 109168

Headteacher: Ms Nicola Theobald

Reporting inspector: Mrs Joyce Cox  
25074

Dates of inspection: 14<sup>th</sup> - 15<sup>th</sup> October 2002

Inspection number: 246885

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Chippenham Road Marshfield Chippenham
Postcode:	SN14 8NY
Telephone number:	01225 891246
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Miller
Date of previous inspection:	3 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Marshfield is a small voluntary controlled Church of England primary school situated in an historic village on the edge of the Cotswolds. The school relocated to a new building in September 2001. Pupils who attend the school live locally and come from a mixture of large private dwellings, outlying farms and local-authority housing. Almost all the pupils are from white European backgrounds and speak English as their home language. There are 152 pupils on roll aged between four and 11. Two per cent of pupils are eligible for free school meals, which is below average when compared to other primary schools. Nine pupils have special educational needs, which as a proportion is about average. Children are admitted to the reception class in the September of the school year in which they become five. On entry to school there is a wide range of ability, but attainment is generally above expectations at that age.

The school is part of a networked learning community, working collaboratively with schools across different phases and local authorities.

### **HOW GOOD THE SCHOOL IS**

Marshfield is a highly effective school. Pupils achieve very well and have very good attitudes to their learning, relate extremely well to each other and are very well taught. The headteacher provides outstanding leadership. The school has made a considerable improvement in the standards it achieves and in the quality of education it provides for its pupils since the last inspection. The school offers very good value for money.

#### **What the school does well**

- It helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are 11 years of age. It uses the results of tests and assessments very well to set targets for pupil improvement.
- It provides high standards of teaching. Teachers are very enthusiastic and knowledgeable, and work well as a team. They have very high expectations of what pupils can achieve and give lots of praise to encourage them to do well.
- The school provides a very rich and varied curriculum, which contributes significantly to the high quality of pupils' education.
- The headteacher provides outstanding leadership and the school is very well managed.
- There are excellent links with parents.

There are no significant issues for improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvement since the last inspection in March 1997. All the key issues identified at that time have been fully addressed. Standards attained by Year 6 pupils have been well above the national average since 1998 and the number of pupils achieving the higher levels has risen dramatically. Standards at the end of Year 2 improved considerably in reading, writing and mathematics in 2002. The quality of teaching is much better, particularly in design and technology, and information and communication technology. The move to new premises in September 2001 significantly enhanced the provision for design and technology, and information and communication technology. Following the move to new premises, the new headteacher led an in-service day to revisit and secure a shared commitment to the school's vision, purpose and values. There are excellent procedures in place to monitor pupils' progress. The new headteacher has introduced an *'excellence*

*model'* which clearly provides an effective framework for monitoring, evaluation and self-assessment. All incentives are correctly focussed on improving teaching and learning. The governing body has been successfully restructured and now carries out its duties very effectively. The school has a very good capacity for future improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	A
mathematics	A	A	A	A
science	A*	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children start the reception year with above average levels of attainment. They make good progress in the reception class, and all attain the Early Learning Goals (the nationally expected standards) in all areas of learning. Higher-achieving pupils achieve above the expected levels.

Pupils achieve very well in Years 1 and 2. Standards attained are above average for the current Year 2 pupils and well above average for the higher-attaining pupils.

Pupils' achievement in Years 3, 4, 5 and 6 is very good. This is confirmed by the very good and improving results in national tests. The school sets challenging targets which it always meets and sometimes exceeds. This is due to the consistently high standard of teaching, which has been maintained despite staff changes.

In the 2001 and 2002 national tests for Year 6 pupils, standards were well above average in English, mathematics and science. The school's standards were well above average when compared with those in similar schools. A much larger proportion of pupils than average attained higher levels than expected for their age in English, mathematics and science. Standards in English, mathematics and science have been above or well above average for the past four years.

Standards in the present Year 6 are above average in English, mathematics and science. Standards are relatively lower than indicated by the 2001 national test results because there are only seven pupils in Year 6 this year, which makes statistical analysis difficult and unreliable.

Results in national tests for seven year old pupils have fluctuated since 1998 due to staffing difficulties and very small numbers of pupils taking the tests in certain year groups. Since the arrival of the headteacher the infant department has been completely restructured to allow much more effective use of teacher expertise. In addition, a highly effective assessment system which allows teachers to track pupils' progress has been implemented. These incentives had an impressive impact on the 2002 national test results. In national tests in

2002, Year 2 pupils achieved well above the national average in reading, writing and mathematics, and well above pupils in similar schools.

All pupils achieve very well. Higher-attaining pupils reach very high standards. A small number of pupils with learning difficulties or who find concentrating difficult attain or exceed the expected standards for their age.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils look forward to their lessons and work extremely hard. They admire, trust and respect the adults who work with them.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent. They are polite, friendly and courteous to each other and to adults. They are very well behaved at playtimes and lunchtimes.
Personal development and relationships	Very good. Pupils relate with each other extremely well, celebrate each other's successes and are very confident in expressing their ideas and opinions. They take responsibilities willingly. Older pupils play an important part in the school's day-to-day routines.
Attendance	Very good. Attendance is much better than for many primary schools nationally. Punctuality is very good.

Pupils' attitudes, values and relationships are a major strength of the school and their excellent behaviour means that lessons are very positive and purposeful.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 –2</b>	<b>Years 3-6</b>
Quality of teaching	Good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall, the quality of teaching is very good. In the reception class, children are taught well the early skills of reading and writing, and staff encourage their personal and creative development skilfully and sensitively. Infant and junior teachers continue to teach basic skills very well, which results in well above average standards at the end of Year 6. Because pupils are constantly encouraged to read, write and use their mathematical knowledge in all lessons, these skills are reinforced even further. Throughout the school, teachers' high expectations of pupils' behaviour and of the quality and quantity of their work, together with the extremely good relationships between the teachers and their pupils, contribute significantly to positive and purposeful lessons. Teachers work extremely hard to create a highly stimulating environment in their classrooms, producing imaginative displays and very well produced resources, which hold pupils' interest and help them understand new concepts. Pupils with special educational needs are expertly supported and achieve very well as a result.

Major strengths in pupils' learning, which contribute significantly to their well above average standards by the end of Year 6, are their interest in and concentration on lessons, the pace at which they work and the pride they take in presenting their work well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is rich and varied, and provides pupils with a wide range of experiences in and out of the classroom, which enhance their personal, creative and intellectual development.
Provision for pupils with special educational needs	Very good. Pupils' special needs are identified early. The school is very effective in helping pupils reach the targets set for them in their individual education plans. They achieve very well.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Excellent. Staff take every opportunity to promote positive moral values and social harmony, and to encourage pupils to reflect on the beauty and wonder of the world around them. The school provides many opportunities for pupils to be independent and everyone's talents are valued and developed.
How well the school cares for its pupils	There are good procedures for ensuring child protection and the welfare of pupils. The school's monitoring of pupils' personal and academic progress is excellent.

Parents think very highly of the school. There are excellent links between parents, the local community and the school. The hard-working parent teacher association raises impressive amounts of money annually for the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an outstanding leader who has diligently promoted high standards throughout the school. The deputy headteacher gives very good support and her teaching provides an outstanding example to others. The senior management team, subject co-ordinators and indeed all staff work very hard to improve teaching and learning and to raise standards.
How well the governors fulfil their responsibilities	Very good. They closely monitor standards and the work of the school, and act as rigorous, critical friends. They are very keen to support the school in introducing new ideas and facilities that will help to improve pupils' education.
The school's evaluation of its performance	Very good. The rigorous procedures for analysing test data, monitoring and evaluating the quality of teaching and learning, and tracking pupils' progress, contribute significantly to high standards.

The strategic use of resources	Very good. As well as rigorous budget monitoring and prudent financial planning, the school uses extra and specific funding extremely well to support priorities in the school improvement plan, and to support pupils with special educational needs.
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The school's application of the principles of best value is very good. Stringent criteria are used to ensure that value for money is obtained when purchasing resources and services. Governors rigorously compare performance in national tests with local, national and similar schools. Parents' views of the work of the school are frequently sought and pupils are consulted through the school council. Despite achieving high standards, the school constantly challenges itself to do better.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy school and behave well.</li> <li>• The school demands high standards and ensures that their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed, and parents feel comfortable talking over issues and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small number of parents would like less homework for younger children.</li> <li>• A very small number of parents would like more information on their children's progress.</li> </ul>

Inspectors agree fully with the very positive views of the parents. They also find that the school's homework provision supports younger children's learning of basic skills well and that the school provides very good information for parents on their children's progress.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**It helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are 11 years of age. It uses the results of tests and assessments very well to set target for pupil improvement.**

1. Standards in all subjects have improved considerably since the time of the last inspection. This is particularly true of pupils' ability in writing and their attainment in design and technology and in information and communication technology. These improvements are the result of very good teaching, well-focussed planning and an astute analysis of pupils' attainment.
2. Children's attainment when they start school is above average in all areas of learning. The school recognises that it admits a significant number of children who are relatively '*advantaged*' in terms of vocabulary, general knowledge and a wide experience of books.
3. However, this is not a complacent school that relies on what children already know to '*carry them through*'. It sets out to make the most of pupils' interests, talents and abilities and to compensate for those who find learning difficult. In order to avoid the charge that its very good results at the age of 11 are '*easy*' because of the pupils' backgrounds, it uses assessment information very effectively to show what difference the school makes. Many schools now refer to this process as '*value added*'. It indicates how influential the school has been in furthering the pupils' progress. There is very good evidence that work at Marshfield builds quickly, logically and progressively from year to year on what pupils know and can do. Its targeting and monitoring systems ensure that pupils' rates of progress are maintained from the time that they start in the reception class until they leave.
4. Work sampling reveals that, by the end of the reception class, higher-attaining children write legibly at some length and make good progress. For instance, from barely legible jottings at the beginning of the year, several of the higher-attaining children write a four-page story using capital letters, full stops and speech marks, and with words spelt accurately. This is the average standard expected of pupils in Year 2. Average and below average attainers also make good progress in their areas of learning. Most children exceed expectations in their ability to count, to name simple shapes and to recognise and predict number patterns and sequences.
5. In national tests in 2002 Year 2 pupils attained standards which were well above those expected for their age in reading and writing. Since the arrival of the headteacher the school has worked very hard to ensure that Year 1 and 2 pupils make the maximum progress. For instance, the infant department has been completely restructured to allow teachers' expertise to be fully used. This reorganisation coupled with a new highly effective assessment procedure resulted in well above average test scores in 2002.
6. In a very good literacy lesson, Year 2 pupils used storyboards to show that they had learnt to remember events in a story accurately. Pupils with special educational needs achieved very well in this lesson because of highly effective support and very clear instructions.

7. Pupils' standards in mathematics are above average. Pupils are accurate in their calculations, use a range of successful strategies to calculate mentally and have a very good grasp of number, shape and space. In a very good lesson, pupils attained high standards, accurately working out odd and even numbers to 30, and showed that they knew how to solve mathematical problems. All pupils are encouraged to 'have a go' and not to fear making mistakes, as this is the way to learn.
8. In the 2001 and 2002 tests for 11 year olds, results were well above average in English, mathematics and science. Pupils' results have been above or well above average for the last five years. In comparison with those of pupils in similar schools, results were well above average in all three subjects. This represents very good achievement.
9. The school has developed very good systems that help it to identify pupils' strengths and weaknesses and then to plan work that is challenging, as well as identifying where additional support should be provided. The headteacher and senior staff have become very skilled at using a wealth of data extremely efficiently in tracking the progress of groups of pupils. It sets targets for them that are achievable yet challenging in order to maintain the high standards that have been apparent over the last five years.
10. The school is very good at carrying out assessments in a wide range of subjects to monitor pupils' progress as they get older and to predict their attainment at the ages of seven and 11, identifying when attainment might not be as high as in previous years. It already knows, for example, that the current group of pupils in Year 6 will probably not attain results in national tests that are as high as in previous years. But that is not to say that the school is not as effective as it has been or that teaching is not as good. Teachers collect a wide range of evidence from pupils to monitor how well they are doing. They assess the work against National Curriculum criteria so that they can be absolutely precise about how well pupils are attaining compared with other pupils nationally at the same age. It is evident that all pupils are achieving the highest level they can and doing as well as they can.
11. As well as national levels against which to track and measure pupils' progress, the school provides pupils with individual targets that are appropriate to their particular level of attainment and ability. This enables the teachers to use their detailed knowledge of the pupils in their classes to set a degree of challenge that is appropriate for each individual pupil. In writing, this may appear on a pupil's individual target card in Year 2 as '*Check spellings in the dictionary*'. In Year 6 it could appear as '*Make sure that apostrophes are used accurately*'.
12. Subject co-ordinators collect samples of work, which show very clear evidence of pupils' development as they move through the school. For example, in writing there is a clear progression in terms of style, maturity, length, content, punctuation and presentation as pupils get older.
13. In Year 2, for example, a pupil wrote, '*It was spring time when all the bushes have new leaves, juicy, plump green and scarlet leaves*'. By Year 6, the pupils have been taught to write for a wide range of purposes and with a degree of perception and detail that many adults would envy. For instance, when setting the scene for a story a pupil writes, '*Nothing really happened. It was as if the whole town was dead. All you could hear was the occasional squawk of a sparrow in the bell tower, and even that wasn't very lifelike*'.

14. The headteacher has introduced '*Writer of the Month*', a scheme in which pupils from all classes celebrate and share examples of writing from different genres. This has raised the profile of writing in the school and pupils really enjoy listening to each other's work.
15. It is the school's ability to use its knowledge about individual pupils that enables it to challenge them to do the best that they can. In the 2001 and 2002 national tests the percentage of Year 6 pupils attaining the higher Level 5 and above was well above the national average. The percentage of pupils attaining the higher levels has gradually increased over the last four years, indicating that the school recognises that it has to challenge more-able pupils and has done so successfully.
16. The provision for pupils with special educational needs is also very good. The school recognises that there are some pupils who experience a degree of difficulty with some areas of learning. Its assessment systems help to identify those pupils at an early age. From Year 1 the school supports pupils with additional help that is targeted on the basis of classroom observations and the results from statutory and non-statutory tests. Pupils receive very good help from teachers and support assistants. One of the school governors runs a daily '*study support group*' for those pupils requiring extra support in reading. These early morning sessions, starting at 8.30, are very well attended and pupils make very good progress in their reading. In lessons, work is carefully adapted to meet the particular needs and abilities of pupils with special needs. As well as identifying those with learning difficulties, the school also monitors the progress of those pupils who are gifted and talented, and makes very good provision for them in its activities.
17. Teachers' assessments are a vital part of the data that is collected on each pupil. Their marking is carefully targeted and is invariably of high quality throughout the school. It is intended to provide feedback to pupils about the work they do and to suggest ways of making it even better. For example, after a piece of writing a teacher wrote, '*This is work of a very high quality. Level 5. Your work is excellent and I struggle to find anything wrong at all. You are very talented*'.
18. All pupils achieve very well. The highest attainers are fully challenged to reach their highest standards. Those who are particularly gifted in mathematics or literacy achieve much higher standards in national tests than expected for their age. Pupils who are gifted musically or athletically are encouraged to obtain specialist tuition and the whole school celebrates their achievements.

**It provides high standards of teaching. Teachers are very enthusiastic and knowledgeable, and work well as a team. They have high expectations of what pupils can achieve and give lots of praise to encourage them to do well.**

19. In their pre-inspection questionnaires 98 per cent of parents indicated that they felt teaching is good at Marshfield. In the last few years there has been significant movement of teachers in and out of the school. Despite the many changes of staff, the quality of teaching is remarkably high and reflects the hard work that the headteacher has put into monitoring teaching and improving its quality. Pupils clearly like and respect their teachers, and know that the feeling is mutual. It is one of the reasons why they like coming to school.

20. In discussions, older pupils said that they felt very *'well supported by their teachers,'* both academically and personally, and that they felt they could approach the staff with any problems.
21. During the inspection, teaching was at least satisfactory in all of the 17 lessons observed. The quality of teaching in this inspection is far higher than it was 1997, when it was noted that teachers did not challenge more-able pupils and that the way teachers marked pupils' work was inconsistent. In this inspection, despite the relatively small number of lessons observed, there were almost twice as many very good and excellent lessons as the other categories combined. Four lessons were judged to be good, eight lessons were very good and four lessons were excellent. This is teaching of very high quality, and its impact upon the progress and attainment of the pupils is clear. Teachers undoubtedly challenge higher-attaining pupils to achieve well, as the Year 6 national test results clearly indicate. Marking has improved and very clearly indicates what pupils do well and what they need to do to improve.
22. Despite the fact that the inspection took place very early in the new school year, lesson content was planned very well to match the ability of pupils in the group or class. It is clear that teachers have already made accurate assessments of their pupils' levels of understanding. Many of the strengths identified in the previous report are still apparent; for example, the teaching of literacy and numeracy, class management, teachers' questioning and the way in which teaching assistants make a contribution.
23. One of the most notable features of lessons is the teachers' positive and enthusiastic approach that really makes pupils sit up and listen. The lessons have a clear start and there is a definite expectation from teachers and pupils that learning will take place. What the teacher expects the pupils to learn is usually written up on a board and shared with them at the start of the lesson. This *'learning objective'* is frequently referred to during the course of the lesson to ensure that pupils stay on task. It ensures that there is a brisk, lively, focussed start and that pupils know what to expect. For example, in a very good numeracy lesson the teacher said, *'Let's get those brains working. Can I see a light bulb or even a flickering candle yet?'* In several very good mathematics lessons the teachers' emphasis on quick, challenging mental arithmetic activities immediately got the pupils thinking hard. In some lessons the element of competition between pupils to see who could answer or finish first added an edge that really got pupils thinking.
24. During the course of good and very good lessons, teachers showed how good they are at asking questions to find out whether pupils understand what they have been taught. This form of *'on-going assessment'* has many benefits. For example, if the pupils' answers indicate that they understand the lesson, the teacher can move on to more-difficult work. If their answers show some confusion or lack of understanding the teacher knows that revision is needed. Teachers are very good at planning work that is at just the right level of difficulty but challenging enough to make sure that pupils learn and make very good progress. Pupils are invariably engrossed during lessons, time passes very quickly and they learn a great deal.
25. Teachers' questions during the lesson, such as those generally to the whole class; for example, *"How could we find out how the type of surface can affect how far an object will travel?"* or specifically to one pupil, *"William, tell me what you think the answer is?"* keep pupils 'on their toes'. They have to make sure they listen carefully because they are never quite sure when they will be asked a question. In the best

lesson the teachers respond to pupils' answers with another question. For example, in a very good literacy lesson the teacher asked, "*How do we know this is not a non-fiction text?*" She immediately responded to a pupil's correct answer by asking, "*And what exactly is a contents page?*"

26. This tension and urgency during good and very good lessons ensures pupils' involvement, but they are not overbearing. Teachers are very good in their questioning at giving pupils opportunities to ask for help; for example, '*Phone a friend*,' or for guidance or further explanation. At the end of every lesson the teachers ask, "*What have you learned today?*" or "*What have you found difficult?*" Some teachers encourage pupils to write a response to the lesson to evaluate their learning.
27. Teachers' quickfire questioning helps to maintain a brisk pace, which in turn helps to keep pupils' interest. They also use very good strategies to keep their lessons to the point and running on time. For example, during the course of the lesson they will give pupils a specific amount of time to complete a task, and then remind them with comments such as, '*You've got three minutes to discuss this with your talk partner. Go!*' or at the end of the lesson reminding pupils that, '*You've got five minutes left to finish*.'
28. The teachers are very good role models for the pupils as they see themselves as '*lifelong learners*' and are involved in many exciting and varied projects. The headteacher is funded to work four days each term as a headteacher researcher and the deputy head has successfully completed an accredited special educational needs co-ordinator course. The Year 1 teacher is involved in a research and development project supporting the development of early foreign-language learning. Two teachers are working on a 'Storytelling' project. They successfully incorporate their new skills into their teaching, which raises pupils' attainment and accelerates progress. Music lessons taken by the specialist music teacher are conducted at a very brisk pace. The teacher is lively and enthusiastic, and has excellent subject knowledge, which she skilfully conveys to her pupils. As a result, pupils really enjoy music lessons and achieve high standards.
29. One of the outstanding features of lessons is the way in which teachers convince pupils, by promoting their self-esteem, that they are capable of achieving high standards. They manage to combine high expectations of what pupils can do with a relaxed and enjoyable attitude to learning. Teachers' use of praise is outstanding and, in addition to their excellent relationships, makes for a climate of acceptance of everyone's ideas. Pupils are confident to '*have a go*' and answer questions even if they are not sure that they know the correct answer. The atmosphere is very much one of '*I don't get this YET, but I will soon*'.

**The school provides a very rich and varied curriculum, which contributes significantly to the pupils' high quality of education.**

30. The school offers the pupils an excellent curriculum. In line with the school's vision, the curriculum is imaginatively structured to meet the needs of all pupils. As a result, their personal, intellectual and creative development is very good and they have very positive values and attitudes.
31. The school has very successful strategies for teaching basic skills, and pupils are given a thorough grounding in reading, writing and mathematics through the implementation of the National Literacy and Numeracy Strategies. The emphasis the school places on the teaching of English is appropriate and contributes significantly to

the well-above-average standards many pupils attain in reading and writing, and the very good achievements of pupils with special educational needs.

32. The curriculum is exceptionally rich and varied. For instance, the school is involved in an international Lingua project, addressing the effective implementation of early foreign-language learning. This came about in response to parental interest and pupil motivation. During the inspection it was evident that the Year 1 pupils really enjoyed their French lessons as the teacher was lively and enthusiastic, and had an excellent accent. Everyone was expected to speak and sing, and the teacher supported and corrected pronunciation well, demanding high standards from all pupils, who made very good progress as a result of this lively, well-organised and well-structured lesson.
33. The school places a strong emphasis on creative and performing arts, and uses the skills of parents and local artists to work with the pupils to create breathtaking features and displays. For instance, a local artist worked with pupils to make a striking picture in the entrance hall of '*Boxing Hares*,' using acrylic paints to create texture. All pupils assisted parents in making a stunning collage *Oak Tree*, using fur, fabrics, leather, wool, net and beads. Pupils are justifiably proud of their clay totem poles, which stand in the school grounds. They were made with a local artist, and all pupils designed and made their own clay figure to be incorporated into the totem poles. As a result of donations from a local business the school has an amphitheatre in the grounds. Pupils enjoy writing and performing plays in the amphitheatre, and at lunchtimes they successfully perform their own impromptu plays to a captive audience!
34. The new school provides pupils and staff with a bright, attractive and stimulating place in which to work and learn. The unique design of the building reflects the conservation status of the village with a strong use of natural materials. A wide variety of pupils' work covers classrooms and corridor walls, shelves and work tops. The wide variety of work reflects the range of subjects that pupils enjoy and the emphasis that the school places on providing a rich and stimulating range of activities. Displays of pupils' work are colourful, informative and thoughtfully arranged. They also reflect the very good links that exist between different subjects.
35. The range of extra-curricular activities is excellent. Some are organised at the end of the school day and others at lunchtime. They include French, Latin, and gardening, sports and music clubs.
36. The provision for pupils' spiritual, moral, social and cultural development is excellent and results in them respecting each other and their environment. Opportunities to develop spiritual awareness and self-knowledge are recognised and capitalised on across the curriculum. The school ethos has a definite impact on what pupils do and how they do it. In short it helps them to learn effectively. There is a really positive atmosphere where learning is valued. Teachers are genuinely interested in pupils' learning and progress. They create the right environment for learning by providing lots of very good opportunities for pupils to respond to questions and work together in pairs and groups. For example, teachers frequently use '*talk partners*' effectively, where two pupils discuss their answers to a question before coming up with a shared response. Not once were any pupils heard to say they did not want to work with another. Pupils agree that they get on well together and that it is important that they listen to each other's opinions and ideas. Older pupils enjoy helping the younger ones, and a playground '*Buddy*' system operates to promote co-operation and inclusive play.

37. This element of care is very apparent in all the school's work. From an early age pupils are encouraged to reflect on and understand the impact of what they do on others. Older pupils are well aware that, as theirs is a church school, there is a slightly different emphasis placed on the importance of treating others well. They understand that this is based on the Christian faith. Pupils said that they enjoy assemblies very much and they recognise the importance of getting on well together. All pupils said that they had never experienced bullying but knew what to do should it arise.
38. Pupils are proud to be elected by their classmates as members of the school council. They play a positive role in improving the school. Important issues, such as how often junior pupils are timetabled to use the children's kitchen, and the state of pupils' toilets, are discussed and acted upon. Council meetings are conducted in a very orderly fashion, with an extremely eloquent chairman leading the proceedings. All comments are recorded and shared with other classmates. The class representatives express their views clearly and thoughtfully, indicating their conscientious approach and an appreciation of the important contribution that the school council makes.

**The headteacher provides outstanding leadership and the school is very well managed.**

39. The excellent quality of the headteacher's leadership is a major influence on the high standards pupils achieve and the very good quality of their education. In all aspects of the school's work the headteacher provides an extremely positive and professional example.
40. The headteacher and the senior management team promote working practices that reflect the shared beliefs and values of the school. The school's vision is constantly referred to and there is a very good understanding that it is at the heart of everything the school does. Since her appointment in April 2001, the headteacher has accomplished a great deal. Together with the governing body she has been very effective in securing and then leading the transition to the new school site. This has involved a significant time commitment. Working in close partnership they have seized opportunities as they have arisen; for example, additional funding and local business sponsorship to build the amphitheatre. In addition, the introduction and development of an '*excellence model*' have provided an effective and inclusive framework for monitoring, evaluation and self-assessment, and clearly show that the school's core purpose is teaching and learning. The establishment of policies for teaching and learning, and for monitoring and evaluation, has been a key focus, and has strongly supported the development of the school.
41. Throughout the school there is a shared commitment to high achievement and constant improvement. Co-ordinators are influential in maintaining high standards of attainment, teaching and resources in their subjects, through rigorous monitoring and evaluation. Senior managers are very well deployed to take action to improve aspects of the school's standards and provision. For instance, the literacy co-ordinator in conjunction with the headteacher introduced many successful strategies to improve literacy teaching and learning in the infants. These incentives resulted in much-improved results for Year 2 pupils in national tests in 2002.
42. Governors fulfil their roles and responsibilities very well. The chair of governors is hardworking and dedicated, and makes an invaluable personal contribution to the

school. The governing body together with a strong parents' action group, showed commitment and determination in their fight to secure a new school. Driven by the vision to secure the best possible education for their children, they campaigned to highlight the inadequacies of the old school. Their hard work and dedication enabled the school to receive the *'New deal for Schools funding'* to build the new school.

43. All governors act as rigorous critical friends to the headteacher, questioning the value of extra staffing or of spending on resources. They are very well aware of the school's priorities in the school improvement plan, and carefully cost these when planning the annual budget. Individual governors are linked to a class and make at least one visit annually to observe lessons and to talk to pupils and teachers in order to be better informed about standards of work and the quality of teaching.
44. The governing body is well aware of the principles of best value. Governors are extremely rigorous in their pursuit of value for money when purchasing goods and services. They analyse test data and performance indicators closely in order to compare the school with others locally and nationally. They are keen to seek parents' views and consult formally with them at an annual meeting and through questionnaires.
45. The extremely detailed analysis of test data, the monitoring of pupils' work and of the quality of teaching, and the action taken as a result, are significant factors in the maintenance of high standards. Individual pupils' progress is closely monitored and regular targets are set for improvements in their attainment. Frequent reviews are held to evaluate whether targets have been met and to set new ones. In this way the school carefully monitors the progress towards meeting its whole-school targets for its performance in English, mathematics and science in the national tests.
46. The headteacher's influence is very strong in ensuring that all staff receive training, which will not only help the school meet its targets but also help them to fulfil their own professional and personal needs. A good example is the training all staff have received in information and communication technology, design and technology, and school self-evaluation, all of which have made a major contribution to improving standards. Support and induction for newly-qualified or student teachers, and for more experienced teachers new to the school, are excellent and all such staff speak highly of the support they receive.
47. The school has a good number of teachers and teaching assistants to meet the demands of the curriculum. Teaching assistants give very good support in lessons to all pupils and particularly to those pupils with special educational needs. The kitchen staff, the caretaker, cleaning staff and the lunchtime supervisors are important and valued members of the school team. All staff work very well as a dedicated, enthusiastic and hardworking team who are committed to providing the best they can for all pupils. The school ethos is reinforced through the very positive way that all visitors are welcomed to the school. Everyone plays a full part in maintaining the attractive and tidy learning environment, reflecting the pride all staff show in their work. Parents and governors speak very highly of the school's administrative staff, with justification. Teachers and pupils are very well supported by the work of the office staff.

**There are excellent links with parents and the local community.**

48. The school is well supported by and benefits from excellent relationships with parents, carers and the local community. Parents' contribution is seen as a very positive and valuable feature of the school's work. Ninety-eight per cent of parents indicated in their questionnaires that the school works closely with them. At the pre-inspection meeting parents agreed that teachers are very approachable. All parents said they would feel comfortable approaching the school with questions or a problem. Teachers and the headteacher are available to speak to parents informally on a daily

- basis. It is evident that parents' first contact with the office and administrative staff is helpful, cheerful and welcoming.
49. The school maintains excellent links with parents through the enthusiastic and hardworking Parent-Teacher Association. Not only does the association raise very large sums of money each year, but it also has a positive role in promoting the school's profile in the community and in helping all parents to forge links and get to know each other. The Parent-Teacher Association organises many varied social and fundraising activities, including termly discos for pupils, and promotes the school's involvement in village activities such as Maypole dancing and carol singing.
  50. Parents in their questionnaires and at the pre-inspection meeting felt that they received high-quality information from the school. For instance, at the beginning of the academic year teachers hold introductory meetings to share their expectations of children's behaviour, outline their approach to children's learning and provide information about the curriculum. The school also provides useful written guidance for the team of regular parent helpers. There are workshops and curriculum evenings to explain new initiatives, such as ways in which parents can support their children's writing at home. Parents of pupils with special educational needs feel that the school works closely with them. For instance, the co-ordinator for special educational needs holds termly '*supportive parents' meetings*'. These meetings provide a valuable opportunity to share information; for example, about outside agencies that can help with specific needs.
  51. Parents are very involved in school projects and support extra-curricular activities. For example, a group of parents ensured that every pupil assisted with the production of a collage oak tree, which is a symbol of the school's new identity following the move to new premises. A parents' action group was founded under the strong leadership of the current vice-chair of governors to highlight the inadequacies of the old school site and to campaign for the replacement school. Their commitment to the new school project has been absolute and was further demonstrated during the move when they orchestrated the removals in order to save on costs.
  52. In short, the school has an excellent range of productive and consistent links with parents and carers that helps pupils learn. There is very strong parental satisfaction with the school, based on secure understanding and regular involvement in its work. This highly effective home school partnership contributes significantly to the high quality education all pupils receive at Marshfield.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	8	4	1	0	0	0
Percentage	24	47	24	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	152
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	9

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.7

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	15	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	8
	Girls	13	14	13
	Total	19	19	21
Percentage of pupils at NC level 2 or above	School	83 (87)	83 (74)	91 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	8
	Girls	13	13	15
	Total	18	21	23
Percentage of pupils at NC level 2 or above	School	78 (83)	91 (87)	100 (87)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	7	7	7
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	87 (79)	87(79)	100(86)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	7	7	7
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	93 (79)	100 (86)	100 (86)
	National	72 (70)	74 (72)	82 (79)



*FTE means full-time equivalent.*

Balance brought forward from previous year	26,009
Balance carried forward to next year	17,721

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 25 per cent

Number of questionnaires sent out	152
Number of questionnaires returned	81

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	4	0	0
My child is making good progress in school.	51	40	4	0	5
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	54	39	3	1	3
The teaching is good.	67	31	0	0	2
I am kept well informed about how my child is getting on.	39	49	7	0	5
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	67	27	1	0	5
The school works closely with parents.	61	37	1	0	1
The school is well led and managed.	79	20	0	0	1
The school is helping my child become mature and responsible.	67	32	0	0	1
The school provides an interesting range of activities outside lessons.	60	23	5	3	9