

Marsh Gibbon Church of England Primary School

Castle Street, Marsh Gibbon, Bicester, Oxfordshire OX27 0HJ

Inspection dates

5–6 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, senior leaders have managed the growth of the school well. The headteacher, alongside new leaders, works hard to ensure that all pupils receive the best care and a good education.
- Teachers plan lessons that strengthen pupils' understanding and help them to make good progress across the school.
- Teachers make accurate assessments of pupils' work to identify strengths and gaps in learning. This information is used well to plan lessons that strengthen pupils' understanding.
- Pupils make good progress in their learning and develop secure knowledge and skills.
- Pupils who have special educational needs (SEN) and/or disabilities, and disadvantaged pupils, make good progress. Teachers provide high-quality support and encourage these pupils to develop as independent learners.
- Leaders put in place a broad, balanced and interesting curriculum that engages pupils. Staff provide pupils with good opportunities to participate in arts, science and sports activities, which helps them to develop new skills and aspirations.
- In early years, opportunities for different types of learning, including through play, are effectively planned and enthusiastically taught. As a result, children are well prepared for learning in key stage 1.
- Most parents are positive about the school and say that their children are safe and happy.
- Pupils behave well and are considerate to each other. Many have leadership responsibilities that allow them to make a positive contribution to school life.
- Teachers do not ensure that they maintain sufficient challenge to promote the best possible progress over time.
- Teachers do not always ensure that pupils present their work well, and do not routinely challenge poor-quality work.
- Governors keep themselves informed about the school's progress and make a positive difference to pupils' learning and outcomes by holding leaders to account well.

Full report

What does the school need to do to improve further?

- Increase the level of challenge in some lessons so that all pupils make more rapid and sustained progress over time.
- Strengthen the leadership role of subject leaders so that they can better support teachers to improve their skills and so improve the quality of teaching and learning.
- Ensure that all teachers promote the highest expectations for the presentation of pupils' work.
- Make sure that all staff implement the school's behaviour and rewards policies evenly and fairly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has been successful in leading the school through a period of change and has taken her staff with her. Her focus on improving outcomes for pupils has been successful. More pupils are now working at the higher standards in reading, writing and mathematics.
- Staff morale is high. Teachers and other staff are excited about the future and their continued work to improve their school.
- The headteacher recognises the need to develop the leadership skills of all the staff so they can play a more active role in driving improvement. Many leaders are new to post, but are already making good progress in developing their knowledge and skills.
- Senior leaders have accurately identified any gaps in pupils' learning. Their detailed evaluations and action plans give a clear view of what has been achieved and what the next steps are for the school.
- The inclusion manager ensures that pupils' needs are met effectively and that lessons are planned carefully. She reviews closely the progress that vulnerable pupils make and is reflective about the school's practice, so that it is the best it can be.
- Pupils enjoy a range of experiences across the curriculum, acquiring knowledge, understanding and skills. For example, 'Parliament Week' was used to teach all key stage 2 pupils about the principles of democracy, agreed rules and fair play. They learned about the work of the British government and how decisions are taken. This culminated in all key stage 2 pupils contributing to a debate, chaired by the 'Speaker of the House', where they considered whether Britain should continue to enter the Eurovision Song Contest after Brexit. Pupils talked passionately about the experience to inspectors, explaining what they had learned.
- Pupils benefit from a good range of extra-curricular activities. They can learn to street dance, and they can enjoy competing in team games. All pupils are invited to participate in these activities. Those who do take part talk excitedly about how they learn new skills and face new challenges.
- Additional government funding, such as the pupil premium and the physical education and sport premium, is directed carefully to support pupils' engagement in learning and their progress. The impact of this funding is carefully monitored by governors, who make sure that clear annual reports are available on the school's website.
- Leaders and staff promote equality of opportunity well through core Christian values. In lessons and around the school, pupils show respect and consideration for one another. They enjoy learning about each other's cultures and experiences.

Governance of the school

- Governors carry out their duties efficiently and effectively. They have a clear understanding of the school's strengths and weaknesses and work hard to improve the provision and the outcomes for all pupils.
- Governors' questioning of senior leaders is based on their thorough understanding of

the school's work and the effectiveness of its practice. Through this precise challenge, governors hold leaders to account with the necessary rigour.

- Governors ask questions about every new initiative and make sure that they understand its purpose and targets. They have a thorough grasp of how leaders measure pupils' progress because the assessment coordinator provides them with accessible information and responds in detail to their questions.
- Governors make the school a safe place to learn. They make frequent and thorough checks on the school's safeguarding procedures and on pupils' welfare. They ensure that day-to-day practice is effective.
- A number of governors are in school frequently, and they have links with individual classes. Some parents and carers, however, remain unclear about who the governors are and what they do. They would appreciate more information and opportunities to meet with governors at the school's events.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher is the designated safeguarding lead and has ensured that other staff are trained for this role. Consequently, staff with the necessary expertise are always available.
- Staff are clear about the procedures to follow if they have any concerns about a pupil's safety. They follow these precisely. They also receive frequent and valuable training and safeguarding updates from leaders.
- Responsible staff carefully maintain safeguarding records that show a clear chronology of actions and outcomes.
- Leaders and staff work collaboratively and effectively with external agencies.
- Relationships are strong in school. As a result, pupils feel safe and know whom to turn to if they need help.
- All staff, governors and visitors are subject to appropriate recruitment checks so that the school is a secure and safe place. All required details are included on a well-maintained single central record.

Quality of teaching, learning and assessment

Good

- Good teaching across the school ensures that all pupils, including those who are disadvantaged and those who have SEN and/or disabilities, make good progress.
- Senior leaders are thorough in their analysis of pupils' progress and outcomes. They identify any gaps, and deal with them successfully. Their detailed actions and evaluations give a clear view of what has been achieved and what the school's next steps are to improve the quality of teaching, learning and assessment. They have identified the few weaker aspects of teaching and are providing support and challenge to bring about improvement quickly.
- The assessment coordinator has successfully developed an effective system to support teachers in making accurate judgements about pupils' progress. This is used well by

teachers to plan learning for pupils so that identified gaps are closed swiftly.

- Pupils enjoy activities that challenge them and extend their learning. For example, in a Year 4 computing lesson, pupils were asked to develop and use coding skills to provide instructions for an on-screen robot. All the pupils approached the task enthusiastically and acquired new skills and information.
- In a minority of lessons, pupils are not sufficiently challenged. In such cases, they can become disengaged if not brought back to the task quickly enough by the teacher.
- Teachers' responses to pupils' work are consistently implemented in line with the school's feedback and marking policy.
- During lessons, teachers take the opportunity to correct any of the pupils' misunderstandings as soon as they occur. This promotes good discussion in the classroom and promotes effective learning. It allows teachers to immediately identify and support those pupils who are starting to fall behind.
- Teachers do not routinely ensure that pupils present their work to a sufficiently high standard. They can accept second best when their pupils are capable of higher standards of presentation.
- Homework is given in line with the school's policy. The majority of parents who responded to the school's own questionnaire felt that their children receive the right amount of homework. Most pupils complete their homework on time.
- Daily phonics lessons are taught well and support the development of pupils' reading skills. Pupils across the school read well, with some pupils having clear views about favourite genres and authors, and able to explain the reasons for their preferences. Pupils are looking forward to their new library and books, which will enhance their reading choices.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school ensures that pupils understand the importance of living healthy, positive lives, both physically and emotionally. For example, in a Year 6 lesson about sex and relationships, pupils were well prepared for the sensitive nature of the topic and received accurate and unambiguous teaching in a safe environment. Pupils confidently asked questions and made appropriate comments, deepening their understanding.
- Pupils feel safe in school and most parents agree that the school is attentive to their children's welfare.
- The school focuses well on preparing pupils to be reflective and responsible citizens. Pupils respect one another and each other's differences. They are keen to help others, for example by raising money for charity or preparing entertainment for a local pensioners' luncheon club.
- Pupils who joined the school a year ago remarked that the school has supported them to be better people, helping them to be 'fairer, more understanding and tolerant'.
- Spiritual education is promoted well through the school's shared Christian values and

by developing pupils' understanding of other world religions. Pupils talked knowledgeably about what they have learned about Sikhism, Islam and Judaism.

Behaviour

- Pupils' behaviour is good. They are confident, friendly and polite. They enjoy coming to school and are eager to talk about their experiences.
- Pupils conduct themselves well around the school and serious behaviour lapses are rare. Although pupils say that there is some bullying, they are confident that it is always dealt with well.
- The playground is a happy place. Leaders provide a range of appropriate resources to support pupils' play. Staff timetable breaktimes carefully to make sure that all pupils have space to enjoy themselves. The pupils who act as 'playtime pals' receive detailed training from the headteacher and are on hand to help anyone who is finding playtime difficult. They take their role very seriously.
- Pupils attend school regularly and punctually. Staff monitor attendance closely and leaders ensure that pupils are safe and in school, and learning.
- Staff do not implement the school's behaviour and rewards policies as effectively as they should. A minority of pupils and parents expressed concern that the systems were not always used fairly. Some of those pupils think that a minority of teachers give rewards more frequently than others. Staff and governors acknowledge this as an area for improvement.

Outcomes for pupils

Good

- Since the previous inspection, outcomes for pupils at the end of key stage 1 have remained in line with national figures.
- In 2016, when the school published its first set of key stage 2 results, the number of pupils achieving the expected standards in reading, writing and mathematics was in line with national figures, but too few pupils achieved the higher standards. At the end of the following year, this had improved, with a larger proportion of pupils achieving well and outcomes being at least in line with national figures.
- Progress from the end of key stage 1 to the end of key stage 2 has improved year on year.
- Outcomes for current pupils in all year groups have improved on previous years, and many current pupils are making stronger progress, particularly in reading. Current Year 6 pupils, including disadvantaged pupils and those who have SEN and/or disabilities, have made much stronger progress in reading, writing and mathematics each year. This prepares them very well for secondary school.
- Disadvantaged pupils, and particularly the most able in this group, make progress that is above that of other pupils nationally.
- Staff have improved the progress in reading, writing and mathematics of pupils who have SEN and/or disabilities. This group now makes progress that is closer to that of other pupils nationally.
- The proportions of pupils achieving the expected standard in the phonics screening

check at the end of Years 1 and 2 remain above the national averages.

- The work in current pupils' books, in a range of subjects, shows that they are making good progress since the start of the academic year. However, leaders and teachers do not ensure that all pupils are challenged to reach the higher standards in every subject.
- Leaders and staff have developed an effective assessment and tracking system that allows data to be analysed well at school, cohort and individual levels.

Early years provision

Good

- Children in early years enjoy stimulating indoor and outdoor environments where learning is brought to life by dedicated and talented staff. The children play very well together and are respectful of adults and each other.
- Staff plan learning well, and children make good progress during their time in early years.
- Teachers ensure that children are motivated and interested by a wide choice of activities. For example, children making a pirate ship and pirate accessories on the playground were buzzing with suggestions and working very well together, skilfully guided by adults.
- Leaders and staff make sure that assessment is accurate and used well to meet the needs of the children in a timely manner. This enables children to make good progress from their different starting points. Outcomes for this year indicate that the majority of children are making good progress.
- Staff who lead early years are well equipped to fulfil their roles and responsibilities and provide strong leadership.
- Parents speak positively about the well-established transition programme into early years. This, along with the 'stay and play' sessions, enable children to have a positive start to school life.
- Parents have frequent opportunities to be directly involved in assessments of their children's learning and progress. They appreciate the open lines of communication between home and school.

School details

Unique reference number	110411
Local authority	Buckinghamshire
Inspection number	10049017

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing board
Chair	Mr Anthony Wells
Headteacher	Mrs Julie Hickey
Telephone number	01869 277268
Website	www.marshgibbon.bucks.sch.uk
Email address	office@marshgibbon.bucks.sch.uk
Date of previous inspection	21–22 May 2013

Information about this school

- The school is smaller than the average-sized primary school. Since the previous inspection, the school has become a primary school, with pupils currently aged from four years to 11 years old.
- The assistant headteacher left the school in April 2018 and has not been replaced. The headteacher will retire at the end of August 2018. Governors have appointed a new headteacher who will take up post in September 2018. The chair of governors has been in post for one year and approximately half the governing body are recent appointments.
- The proportion of pupils who are known to be eligible for the pupil premium is well below average, as is the proportion of pupils who have SEN and/or disabilities. There are no pupils who have a statement of special educational needs or an education, health and care plan.
- The school meets the government's current floor standards, which are the minimum standard for pupils' attainment and progress at the end of key stage 2.

Information about this inspection

- Inspectors observed during lessons across the school and in a range of subjects. Some of these were joint observations with the headteacher.
- Inspectors considered a range of information about the school, including: pupils' outcomes; the school's evaluation of its own performance; the development plan; the school's website; and senior leaders' monitoring and evaluation records. They also examined behaviour and attendance records and information relating to safeguarding.
- Inspectors viewed pupils' work from displays and extra-curricular activities, and one inspector attended an assembly.
- Inspectors spent time on the playground, listened to pupils read and looked at work in pupils' books, with senior leaders.
- Inspectors met with senior leaders who have responsibility for subject coordination, and with the assessment coordinator and the inclusion manager.
- The lead inspector met with four members of the governing body, and with representatives from the local authority and diocese.
- A group of pupils discussed their views of school and learning with an inspector, and both inspectors spoke informally with pupils around the school.
- Inspectors took account of 19 responses to Ofsted's staff questionnaire, 19 responses to the pupil survey and 46 responses to Ofsted's online questionnaire, Parent View, along with free-text comments. Inspectors also had informal discussions with 18 parents before and after school.

Inspection team

Sarah Varnom, lead inspector	Ofsted Inspector
Christopher Crouch	Ofsted Inspector

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