

Marlborough St Mary's CE Primary School

Ducks Meadow, Marlborough, Wiltshire SN8 4BX

Inspection dates

11–12 June 2019

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	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders are united by a vision of nurture and care for pupils at the school. This approach is underpinned by strong Christian values that promote equality well.
- The headteacher and senior leaders have led many significant recent changes in teaching. However, the intended impact of their actions is not always linked to pupils' outcomes in a measurable way.
- Teaching, learning and assessment are good. Teachers are skilled and passionate about their work. As a result, pupils achieve well and make good progress.
- Teachers do not consistently challenge pupils in mathematics. As a result, the most able disadvantaged and lower-attaining pupils, in particular, do not achieve their full academic potential.
- Leaders are committed to providing a broad and balanced curriculum. However, opportunities for pupils to develop a deep understanding in a wide range of subjects are limited.
- Pupil's spiritual, moral, social and cultural development is strong. Pupils learn about different faiths and cultures and the importance of respect towards those who are different from themselves. Pupils are well prepared for their lives in modern Britain.
- Relationships between staff and pupils are impressive. This enables pupils to build levels of trust with adults in a caring, inclusive environment.
- Pupils are proud of their school. They are polite and well mannered. They know how to protect themselves online. Pupils say they feel safe in the school.
- Leaders' actions to raise attendance are starting to make improvements. Current attendance is close to the national average.
- Children get off to a very good start in Reception, because their needs are assessed carefully and accurately. A well-thought-out learning environment, coupled with high-quality teaching, results in good progress from their starting points. They are well prepared for Year 1.
- Pupils with special educational needs and/or disabilities (SEND) are effectively supported. As a result, they make good progress in reading and writing.
- There is a strong culture of safeguarding that permeates the school. Pupils are kept safe and feel safe.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment so that:
 - work set by teachers in mathematics is consistently well matched to pupils' abilities, particularly the most able disadvantaged and lower-attaining pupils, so that outcomes in mathematics improve further
 - the most effective practice in mathematics teaching is replicated across all year groups.
- Strengthen leadership by ensuring that:
 - opportunities for pupils to study in greater depth in a range of subjects are implemented within the curriculum design
 - leaders' action plans for improvement are clear about the intended impact on pupils' outcomes.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, senior leaders and governors have successfully managed the amalgamation of an infant and junior school. Leaders have created a clear and ambitious vision for the school that is wholly inclusive. They are aspirational for all of their pupils.
- Leaders show determination to improve outcomes for pupils. They know the school's strengths and are proactive in addressing the areas that need further development. The effectiveness of their work with staff has strengthened teaching and has improved the standards of pupils' reading in key stages 1 and 2. This step forward shows that the school is well placed to continue to improve.
- Leaders at all levels have a clear understanding of the quality of education the school provides. Using a range of information, leaders self-evaluate and identify key areas for improvement. However, leaders are not precise enough in the intended impact of the actions they take and the consequence on outcomes for pupils.
- The headteacher has developed the leadership capacity in the school by creating phase leaders. Alongside senior leaders, they work well together and are starting to have an impact on standards and the quality of teaching, learning and assessment. However, this has been more successful in reading than mathematics.
- The special education needs coordinator is highly effective. There is a strong collaboration between school staff, parents, carers and external agencies. Support staff play a key role in supporting pupils with SEND. A rigorous monitoring cycle of pupils' progress ensures that their needs are met well. Provision and interventions are carefully planned so that pupils with complex needs make good progress.
- Leaders use pupil premium funding effectively to ensure that disadvantaged pupils achieve well and are able to participate fully in all aspects of school life. Considerable efforts in addressing poor attendance have resulted in improvements for some pupils. However, leaders are not sharply focused when measuring the impact of the expenditure, particularly in mathematics.
- Leaders make good use of the primary physical education (PE) and sport premium. Opportunities for pupils to attend and participate in a wide range of competitive sports activities, including golf, have been well attended. The leader has developed strong links with the local community to support the delivery of sport within the school including, rugby, hockey and football. This has resulted in a raised profile of PE across the school.
- The curriculum is broad and balanced. There is clear evidence in pupils' books and around the school to reflect the range of subjects being taught. There are many opportunities to reinforce English skills in other subjects across the school. However, there are few opportunities for pupils to develop a deep understanding in a broad range of subjects, including geography and history, as there is no progressive development in pupils' skills. Consequently, progress is limited.
- Support for newly qualified teachers is effective. They say that they are supported well and are given appropriate training and professional development opportunities beyond

the school.

- The curriculum enables pupils to develop an understanding and appreciation of different religions. As a result, pupils show respect and tolerance for different cultures and beliefs.

Governance of the school

- Governors know the strengths and weaknesses of the school and which aspects have improved. They visit the school regularly and have specific areas of focus. This helps governors to gather first-hand information about and validate the work of the school. Governors analyse the school's work well and challenge leaders appropriately.
- Governors ensure that systems to manage the performance of staff, including the headteacher, are rigorous. They check that objectives match the needs of the school, while supporting staff in their own development.
- Governors check the use of the pupil premium funding and are aware of the impact it has on eligible pupils. Governors are similarly diligent in ensuring that the PE and sport premium funding is used effectively.
- The governor responsible for safeguarding meets regularly with appropriate school staff and checks that procedures are up to date and fully compliant.

Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding permeates the school. Staff are aware that safeguarding is the responsibility of everyone. Leaders with responsibility for safeguarding have undertaken relevant training at an appropriate level to ensure that they fulfil their roles effectively.
- Detailed and accurate records are kept securely in the school and timely action is taken when necessary to support vulnerable pupils. The school has clear systems in place if a pupil makes a disclosure or an allegation. Leaders work effectively with external agencies to provide the appropriate level of support and intervention required to keep pupils safe.
- The school follows all statutory requirements for the recruitment of staff.
- Pupils told the inspectors they feel safe. Pupils understand how to keep themselves safe online. Opportunities for pupils to learn about keeping themselves safe are embedded within the curriculum.

Quality of teaching, learning and assessment

Good

- Throughout the school, the quality of teaching, learning and assessment is typically good. Teachers use their subject knowledge to ask questions to probe what the pupils know and understand. Where learning is most effective, teachers make good use of pupils' responses and, consequently, pupils make good progress.
- The teaching of reading has rightly been a whole-school focus. Focused reading

sessions develop pupils' comprehension and vocabulary skills effectively. Pupils read with accuracy, fluency and expression appropriate to their age. Consequently, pupils' progress is improving.

- The teaching of phonics is strong. Teachers plan reading and writing activities carefully, so that they build on pupils' knowledge and skills. As a result, pupils acquire the ability to link letters and the sounds they make.
- Teaching assistants make an impressive contribution to pupils' learning, both in the resource base and when they support learning in the main classrooms. They question pupils skilfully and present ideas in alternative ways. As a result, pupils, including those with SEND, make good progress.
- In mathematics, pupils are taught a range of mathematical concepts and pupils across the school can recall basic numeracy facts and use these in problem-solving activities. Opportunities for pupils to reason mathematically are variable. As a result, progress over time is not as good as it could be.
- The most able disadvantaged and lower-attaining pupils are not consistently sufficiently challenged in mathematics, and this impacts on the quality of work produced. In these instances, opportunities for pupils to grapple with mathematical concepts are limited. Teachers do not plan work that meets the learning needs of these pupils. This is evident in lessons and in their work over time.
- Across the school, pupils are given opportunities to apply their writing skills in a wide range of contexts and genres. For example, in Year 4 pupils wrote an explanation about how the ear works and how sound travels. However, the quality and standard of work is variable across different year groups.
- Pupils' workbooks demonstrate a wide range of interesting topics. In science for example, in Year 5, pupils' work about the solar 'space' included a wide range of opportunities for pupils to develop skills and knowledge in depth about the solar system. In some subjects such as geography and history, however, standards are not as high, and pupils do not benefit from opportunities to deepen their understanding.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show respect and care for each other. They are fully inclusive and celebrate each other as unique individuals. They are proud of their school and show respect to their teachers and visiting adults.
- Pupils told the inspectors that they feel safe and are well looked after. Pupils speak highly of the pastoral team and feel that they can go to staff with any problems, including from home. Pupils who met with the lead inspector say this school is, 'fair where everyone is treated well'.
- Pupils take their many roles of responsibility in the school community seriously and are proud to be members of the play squad group. They enjoy setting up and organising

lunchtime games for younger pupils.

- Pupils' spiritual, moral, social and cultural awareness is developed well. Pupils talked to inspectors about their learning about other world faiths. They have a good understanding of British values, such as tolerance and the rule of law. Pupils who spoke with inspectors talked confidently about house captains and how this reflected democracy in their school.
- The school's ethos is reflected in Christian values and pupils can talk with confidence about their own beliefs.
- Pupils enjoy the wide range of extra-curricular clubs that are offered. They have a good understanding about the importance of being active and healthy.
- The school uses pupil premium funding well to subsidise places at clubs, such as the before-school Merlin Club.

Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of pupils' behaviour. Pupils demonstrate good attitudes towards their learning. They are polite, respectful and well mannered. Pupils told inspectors that behaviour is good and, when any pupil starts to feel anxious or stressed, there are many safe places to go and get help.
- Leaders' actions to improve attendance are effective. Pupils' attendance is improving and is now close to the national average.
- Pupils understand the different types of bullying. They say that bullying is rare but, when it does occur, staff deal with it swiftly. This view is also held by the majority of parents, who feel that staff deal effectively with behaviour issues.
- Many pupils attend the school's breakfast club. They are well supervised and offered a wide range of activities to engage with. As a result, the club provides a calm, safe and enjoyable start to the day for pupils.

Outcomes for pupils

Good

- Attainment in reading, writing and mathematics combined at the end of key stage 2 has improved since 2017.
- In 2018, the number of pupils at the end of key stage 2 achieving age-related expectations in reading, writing and mathematics combined was broadly in line with the national average. Attainment and progress in mathematics were below the national average.
- In 2018, pupils' attainment at the end of key stage 1 in reading was above the national average. Attainment in mathematics and writing was slightly below average. However, current pupils are now making strong progress in writing.
- Pupils are enthusiastic about reading and keenly explained to inspectors about their favourite authors. They read with fluency and enjoyment. Younger pupils apply their

phonics skills well to support them in reading unknown words.

- Children make good progress in early years, including those with low starting points on entry. In 2018, the proportion of children achieving a good level of development was below the average achieved nationally. However, this includes children with complex needs from the resource base.
- Disadvantaged pupils in key stage 2 make good progress in reading and writing. Pupils with SEND made good progress in reading and writing in 2018. However, the progress of pupils who are both disadvantaged and with SEND in mathematics was below the national average.

Early years provision

Good

- Leaders have established an exciting, stimulating and language-rich learning environment, both indoors and outdoors. Adults work effectively as a team to provide a wide range of learning opportunities in an interesting, yet purposeful, way. As a result, children thrive.
- Leaders use assessment information effectively. They analyse the information intelligently and identify groups of pupils who need additional support. As a result, teaching is tailored to meet the learning needs of different groups of children.
- The proportion of children currently working towards a good level of development by the time they leave Reception is close to the national average. This takes into account pupils from the resource base with low starting points, therefore demonstrating good progress.
- Teachers skilfully use what they know about children in order to plan a broad range of learning opportunities. This was seen in the Reception class, where the focus for learning centred on a picture book 'The Bumblebear'. Using their phonics skills, the children wrote a list of food for a party, made costumes for their own bear and made a 'bee' from play dough. Adults competently supported children's learning through questioning and modelling good use of vocabulary including; thorax, abdomen and queen bee.
- Relationships between adults and children are very good and, as a result, children are confident, happy and well behaved. They work and play cooperatively, take turns and support one another in their learning. Children demonstrated this when they were making their teddy bear outfits. They talked to each other about what material would be a good choice, using scissors to cut material. During this activity, they demonstrated resilience and team work.
- The teaching of phonics is strong. Children learn the basic skills of reading well. They can apply the sounds they have learned when spelling words as they write.
- Safeguarding procedures are effective and welfare requirements are met fully. Relevant staff hold paediatric first-aid certificates and they follow safeguarding procedures with the same rigour as the rest of the school. Welfare requirements in early years are met.

School details

Unique reference number	142335
Local authority	Wiltshire
Inspection number	10088261

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	385
Appropriate authority	The governing body
Chair	Janneke Blokland
Headteacher	Anne Schwodler
Telephone number	01672 513 101
Website	www.marlboroughstmarys.wilts.sch.uk
Email address	admin@marlboroughstmarys.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Marlborough St Mary's CE is larger than the average-sized primary school.
- This is a new school as a result of the amalgamation of an Infant and Junior school in 2016.
- The school has a resource base which caters for 20 pupils with complex needs.
- Most pupils are from White British backgrounds. The proportion of disadvantaged pupils eligible for pupil premium funding is slightly below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- Children in early years are taught full time in two Reception classes.
- The breakfast club is run by the school.

Information about this inspection

- Inspectors observed lessons or part lessons in all classes during the inspection, including the Resource Base. The majority of these visits were carried out jointly with senior leaders.
- Meetings were held with the headteacher, staff and governors. A telephone conversation took place with a representative from the local authority. Inspectors took into consideration the responses in questionnaires completed by 34 members of staff.
- A wide range of documentation was scrutinised during the inspection, including the school's self-evaluation of its own performance, the school development plan and data relating to pupils' attainment and progress. Inspectors also checked the effectiveness of the school's safeguarding arrangements.
- Inspectors talked with groups of pupils to seek their views about the school and took into consideration the responses in questionnaires completed by 109 pupils. Inspectors listened to pupils read.
- The 124 responses to Ofsted's online survey Parent View were taken into account. Inspectors considered comments provided by text message. They also spoke to parents informally at the start of the day.

Inspection team

Wendy D'Arcy, lead inspector	Ofsted Inspector
Emma Jelley	Ofsted Inspector
Sandra Woodman	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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