

# Inspection of Spinfield School

Terrington Hill, Marlow, Buckinghamshire SL7 2RE

---

Inspection dates: 3–4 December 2019

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this school?**

Pupils love coming to school and say that their teachers are 'fantastic'. The overwhelming majority of parents and carers strongly appreciate how much the school offers their children. Pupils, their families and staff value the strong sense of community.

This is a caring school with high expectations. Pupils feel very safe and happy. They know that if they have any worries or concerns, they can always speak to any of their 'five go-to people'.

Pupils' behaviour is excellent. They show high levels of respect towards other pupils, peers, staff and visitors. Bullying and poor behaviour are extremely rare. Pupils are sure that adults would sort out any problems quickly. Pupils are really keen to learn. They work with great enthusiasm in lessons and many attend one or more of the extensive range of clubs on offer.

Pupils take part in a wide range of experiences which inspire new interests, develop skills, build self-confidence and nurture their talents. Inter-house competitions in art, music and poetry recital are very popular. Pupils are determined to become 'global citizens'. They are proud of their actions to address concerns about the environment. Many pupils develop character through holding leadership roles in school.

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

Leaders have high ambitions for every pupil. They want pupils to achieve highly and also develop skills to prepare them for the future. Pupils' performance in national tests in English and mathematics is above national levels. Leaders constantly strive to do even better. Last year, leaders introduced a different way of teaching writing to pupils. This has raised the standard of pupils' written work further. Pupils' writing is more purposeful and they enjoy editing it. Pupils are always keen to take advice and improve their work.

Reading is taught well throughout the school. Teachers are always on the lookout for anyone who needs extra help with their reading. Staff help children in the early years to learn their phonics quickly. Pupils progress confidently to the next stage of learning to read. As pupils move through the school, teachers use effective strategies to help secure their skills and instil a love of reading. Pupils recognise the value and importance of reading. As one explained, 'Being able to read helps me make sense of the world around me.'

The curriculum beyond mathematics and English interests pupils and encourages them to learn. In music, history and science, there is a strong focus on practical work and exciting, memorable experiences. However, in science and the foundation subjects, pupils' knowledge and skills are not built as securely over time as they are in mathematics and English. Leaders are reorganising the way different subjects are

taught across the curriculum and have appointed some new subject leaders. The impact of these changes is limited by a delay in subject-specific training for staff.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. They are given support planned at an individual level to enable them to achieve well.

Children make a strong start to their education in the early years. Parents value the effective communication links. Staff form strong relationships with the children and care for them well. Children sustain concentration whether they are playing, counting or looking at books. Leaders are improving the outside area so that children learn as well as there as they do inside.

The school's curriculum is enriched in many ways. The school holds the British Council's International School Award for its links with schools in Asia. Year 6 pupils enter a business challenge. All pupils in key stage 2 learn a musical instrument and many perform to each other, parents and visitors. Pupils explained how learning instruments teaches them about perseverance and how making mistakes helps them to learn. These activities extend pupils' confidence and help prepare them for their next steps.

The school contributes exceptionally well to pupils' personal development. A wealth of carefully planned activities help pupils develop as well-rounded, responsible, caring citizens. Pupils make a positive impact on the local community, for example by hosting pupils from other schools who have committed pledges to help the environment. Pupils enjoy the responsibilities they are given and carry them out diligently. These include being play leaders, class representatives on the school council and global citizen groups, and 'little rotters', who lead on composting.

The headteacher is passionate in wanting the best for everyone. Committed governors and staff echo her determination that every child will be prepared to lead a successful life. Leaders and governors support staff well-being and workload well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that pupils' safety and welfare have a high priority and that staff are well trained. Staff know the pupils really well. This means that they can spot any concerns straight away and act upon them. Records are carefully organised, and information is shared quickly with external agencies when needed. Relationships with pupils and their families are positive and trusting. Pupils, staff and parents all agree that pupils are safe in school. Leaders place a high priority on mental health. Pupils can describe what helps them relax and cope with stress.

Pupils know how to keep themselves safe when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Pupils do not always remember key knowledge associated with the study of science and the foundation subjects. This is because teachers are not always clear about the concepts and vocabulary to be emphasised. As part of their review of the foundation curriculum, leaders should ensure that there is greater emphasis on the subject-specific knowledge that pupils need to acquire and use.
- Teachers' and subject leaders' subject-specific expertise is stronger in English and mathematics than some other subjects. As a result, plans and teaching do not help pupils cumulatively acquire knowledge. More training in pedagogical content and subject leadership is necessary.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	110336
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10111429
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Grant
<b>Headteacher</b>	Jayne Spreadbury
<b>Website</b>	<a href="http://www.spinfieldschool.co.uk/">www.spinfieldschool.co.uk/</a>
<b>Date of previous inspection</b>	7 February 2007

## Information about this school

- A new headteacher has been appointed since the previous section 5 inspection in February 2007.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We held meetings with the headteacher, the acting assistant headteacher and the special educational needs coordinator, who is also the early years leader.
- I met five governors, including the chair and vice-chair of the governing body.
- I spoke to the schools' adviser from the local authority on the telephone.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.
- To help understand the quality of education, we looked in detail at some subjects. We did deep dives into reading, writing, music and history. We met with leaders for these subjects, visited lessons, talked with groups of pupils, looked at pupils'

work and spoke with teachers.

- We considered how well the curriculum meets the needs of all pupils, including disadvantaged pupils and pupils with SEND.
- We spoke to pupils, staff and parents to gather their views about the school. We considered Parent View responses from 104 parents.

### **Inspection team**

Theresa Phillips, lead inspector

Her Majesty's Inspector

Michael Green

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019