

# Inspection of a good school: Marshlands Primary School

Hall Road, Old Goole, Goole DN14 5UE

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Inspection dates:

11–12 February 2020

## **Outcome**

Marshlands Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

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

Leaders give high priority to the safety and well-being of pupils. Positive relationships across the school foster a caring atmosphere for all. There are a broad range of school clubs. They are well attended. Pupils are developing a wide awareness of the world around them. Pupils watch news clips and discuss topical issues.

Plans for reading and mathematics are well sequenced. However, other subjects are not as well planned. The school's improvement plan is not focused enough on developing subjects beyond English and mathematics. Subject leaders do not make thorough checks on the quality of the curriculum in these subjects. This means that they do not have an accurate understanding of how well pupils are doing.

Pupils feel safe in school. They know that bullying can happen. They are confident that adults are swift to deal with any problems they have. Pupils listen carefully in classrooms. They focus on their work. Pupils are eager to join in with class discussions. However, pupils say that behaviour can be boisterous in the playground at lunchtime. Leaders have recognised this and are taking steps to make lunchtime calmer.

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

The early years leader knows the children well. There are good systems to help children settle into school for the first time. Staff make regular checks on what children know. Children start to read as soon as they start school. Staff are well trained in teaching children to read. It is clear which sounds pupils should know as they move through the school. Teachers check that pupils are keeping up. Pupils get extra support if they start to fall behind.

The mathematics leader provides staff with effective support to deliver the curriculum well. She carries out thorough checks on the quality of education in mathematics. Plans provide

opportunities for pupils to build on what they know. Teachers have good subject knowledge. Adults ask questions that prompt pupils to think carefully. Pupils have good opportunities to develop their problem-solving skills.

Leaders have begun to review plans for subjects other than English and mathematics. The school improvement plan does not identify how these plans will be implemented. Leaders have not considered what pupils will need to know as they move through the school. Pupils' work lacks depth in some subjects. Pupils sometimes carry out the same tasks in different year groups. This means that pupils do not have the opportunity to build on what they know.

Leaders of subjects other than English and mathematics do not check how well pupils are doing in their subjects carefully enough. Pupils' knowledge in some subjects has not been checked. Therefore, subject leaders have not recognised where improvement is needed. Teachers do not use assessment well enough in subjects other than English and mathematics to help pupils build on what they know.

There are clear systems to identify pupils who have additional needs. Pupils with special educational needs and/or disabilities (SEND) receive the help they need. Teachers plan carefully for the next steps pupils need to take. Staff receive good training and support from the leader for SEND. Pupils with SEND receive good support in classrooms. This means that they are able to access the same curriculum as other pupils.

Leaders and governors are passionate about the school. Leaders are determined to raise pupils' aspirations. They want to help pupils to become confident individuals. Pupils have opportunities to meet leaders from different faiths. The Change for Life club promotes healthy lifestyles. Staff say that leaders are caring and approachable. Leaders consider the workload of staff. Parents like the school. They say there is a 'community spirit'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out checks to make sure new staff are suitable to work with children. New staff receive information about safeguarding straight away. Staff know who to talk to should they have any concerns about adults or pupils.

Staff have regular meetings about safeguarding. Governors check that procedures are being followed. Staff share information effectively. Safeguarding records are detailed. Leaders' actions are timely and thorough. The safeguarding of pupils is a priority in the school.

Pupils have opportunities to learn how to stay safe in the curriculum. For example, leaders arranged for lorry drivers to visit the school site with their lorries. Pupils learned how long it takes lorries to stop on the road. Pupils are confident about how they can stay safe online.

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

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

- The curriculum is not fully planned in all subjects. Although leaders have identified that curriculum plans need to be improved, they do not have a clear strategy for carrying this work out. Curriculum leaders and governors are unsure what is expected. Senior leaders should ensure that curriculum leaders know how to plan a well-sequenced curriculum. Curriculum leaders should check that new plans in their subject are well understood and fully implemented by teachers.
- Teachers and leaders do not use assessment well enough to check what pupils have learned in subjects other than English and mathematics. Teachers do not consistently help pupils to build on what they already know in some subjects. Pupils do not achieve as well as they could in some subjects. Leaders should establish systems to check what pupils have learned and remembered. Teachers should use this information effectively in order to plan what pupils learn next so that pupils build their knowledge in subjects over their time in school.

## Background

When we have judged a school to be good or we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Marshlands Primary School to be good on 18–19 May 2016.

## 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 are the school and you are 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>	117937
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10121793
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	303
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Daniel Howard
<b>Headteacher</b>	Stacey Tang
<b>Website</b>	<a href="http://www.marshlandsprimaryschool.co.uk">www.marshlandsprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	18–19 May 2016

## Information about this school

- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who receive support for their special educational needs is higher than the national average. The proportion of pupils who have an education health and care plan is higher than the national average.

## Information about this inspection

- I met with the headteacher, deputy headteacher, assistant headteacher, SEND co-ordinator and curriculum leaders. I met with members of the teaching staff. I met with the chair of the governing body and the school business manager. I spoke to a representative from the local authority.
- I focused deeply on reading, mathematics, and history in this inspection. I visited lessons with senior leaders and talked to some of the pupils and teachers from the lessons. I met with senior and curriculum leaders to discuss curriculum plans and look at pupils' work. I listened to pupils read.

- I checked documents relating to safeguarding on the school's online recording system. I looked at safeguarding policies and procedures. I talked to staff about how they keep pupils safe.
- I observed lunchtime in the dinner hall. I talked to children about their views of the school.
- I met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- I took account of the 62 responses to Ofsted's online questionnaire, Parent View, including free-text commentaries. I considered the 14 responses to Ofsted's questionnaire for pupils and the 31 responses to Ofsted's questionnaire for staff.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

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