

# Inspection of Marden Lodge Primary School and Nursery

Croydon Road, Caterham, Surrey CR3 6QH

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Inspection dates: 9 and 10 November 2021

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

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

Pupils look forward to coming to school at Marden Lodge. They say that the teachers make lessons interesting and help them to make friends. They are proud to receive certificates for being one of 'Marden's Marvellous Learners'. They enjoy seeing their successful work put on a display for all to see.

Leaders have very high expectations for every child. They work tirelessly to provide the right support so that everyone can achieve. They are determined that every child will learn all they can. The changes leaders have made are making this happen across the whole school.

Through the school's values, pupils are taught to be trustworthy, respectful, responsible, fair and caring and to become active citizens. Pupils act as 'Star Ambassadors' to help develop this through all areas of the school. Pupils show those qualities in class and around the school. They work well with others and treat everyone with respect.

Pupils report that bullying is rare. They say that should it happen, they know that leaders will quickly sort it out. Parents and carers agree with this. Parents feel that they are warmly welcomed to the school. They say that their children settle quickly, whether they start in early years or join the school later. Children feel safe and are well cared for in the new Nursery setting as well as the Reception classroom.

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

Since they joined the school in 2018, leaders have been determined to improve the school. The executive headteacher and head of school, assisted by other senior leaders, have carefully developed each area of school life. Many improvements are deeply embedded. They first ensured that there was the right support for pupils and their families who might need a little extra help. The welcoming family room and support for pupils' emotional well-being are valued by parents. Several parents told inspectors that their children have thrived since joining the school.

Leaders have developed many areas of the curriculum. Where these improvements are already in place, teachers are skilled in delivering interesting lessons which build on what pupils already know. As a result, pupils have developed real confidence in their abilities and are achieving well overall. Pupils talk with excitement about the new science lessons, for example enjoying the practical activities and using their knowledge to explain what they see. As the curriculum develops, teachers are becoming increasingly skilled in checking every child's progress in each subject accurately. However, while leaders have taken time to build the curriculum carefully so that it reflects Marden Lodge's pupils and community, not all areas of the curriculum are equally as strong yet.

Governance is very strong. The trustees and members of the School Standards Board have a deep understanding of the school's strengths and weaknesses. They

bring expertise to support developments and are committed to their local community.

Teachers and support staff are highly effective in teaching reading. Pupils learn the knowledge and skills that they need rapidly. Pupils who find it hard receive individual support so that they catch up with their peers. In mathematics, staff deliver carefully planned lessons so that pupils can practise their skills and apply them in a range of ways.

Leaders make sure that pupils with special educational needs and/or disabilities are supported well. They check that pupils have the right help so that they can learn as much as possible. Leaders also allow them independence so they can achieve for themselves and work with their classmates. In Nursery and Reception, staff are knowledgeable and understand pupils' needs well.

Leaders provide lots of wider opportunities for pupils. Year 5 are enjoying learning the trumpet and recent visits to the local library have meant that each pupil has a library card. Pupils take part in a free multi-skills club with a sports coach enthusiastically. Visits further afield, such as to Hever Castle, add to pupils' understanding of their learning in history. Even at a young age, children in Nursery and Reception learn the school's values through experiences such as caring for Benji, the class rabbit, or by taking turns playing games.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff consider the protection and safety of pupils to be their top priority. Staff know pupils well and are vigilant to signs that pupils may be at risk. They act quickly to report concerns. Systems to record concerns are detailed and well managed. Leaders are persistent in order to ensure that families get support when they need it.

Staff receive regular high-quality training. They understand their role in keeping children safe. Leaders make sure that the school's recruitment and vetting procedures are robust.

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

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

- While there are some clear strengths in the curriculum, not all subjects are yet as equally strong. Leaders have the right plans for the development of several subjects, which they need to ensure are implemented with the same effectiveness as those already in place.

## 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 information from Ofsted Parent View 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>	139915
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10199899
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>Headteacher</b>	Denise Coady
<b>Website</b>	<a href="http://www.mardenlodge.org">www.mardenlodge.org</a>
<b>Date of previous inspection</b>	29 and 30 June 2016, under section 5 of the Education Act 2005

## Information about this school

- All the senior leaders at the school have changed since the last inspection in 2016. The executive headteacher and head of school joined in 2018 and others have joined more recently.
- The on-site nursery takes pupils from age two to four. The nursery was included in the inspection. It moved into a renovated former children's centre in September 2021. This is a separate building on the same site.
- The school does not currently use any alternative provision.
- The school is part of GLF Schools multi-academy trust.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors did deep dives in reading, mathematics, science and history. They met with senior leaders, middle leaders, teachers and pupils. They looked at pupils' work and listened to pupils reading to a staff member. They visited lessons in every class in the school, including the nursery. Most lesson visits were undertaken with leaders.
- Inspectors looked at documentation relating to areas such as the curriculum design and staff professional development.
- Inspectors looked closely at the school's safeguarding arrangements.
- Inspectors observed playtime and lunchtime and spoke to pupils about their experiences at school.
- Inspectors gathered the views of parents before and after school on the playground. They also considered 48 responses to Ofsted's online questionnaire, Parent View, including 12 free-text comments.
- Inspectors spoke to trustees and senior leaders from GLF Schools.

### **Inspection team**

Linda Appleby, lead inspector	Ofsted Inspector
Kirstine Boon	Ofsted Inspector
Liz McIntosh	Ofsted Inspector

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