

# Inspection of Marshland St. James Primary and Nursery School

School Road, Marshland St. James, Wisbech, Cambridgeshire PE14 8EY

---

Inspection dates: 4 and 5 May 2022

<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>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

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

Marshland St. James is a welcoming school. Pupils say that they have fun and like their learning activities. They try hard and behave well. Leaders have high expectations of what pupils can achieve. Leaders have crafted an effective curriculum that matches these high expectations. Children in the early years access an exceptional curriculum and are very well prepared for Year 1.

Pupils love the fact that all the staff know them personally. Pupils are well cared for. They are safe and feel safe. Staff know pupils' interests well and make activities appealing. The school's shared vision of 'believing, belonging and being' underpins the way pupils work. Pupils say there is no bullying and behaviour is good. If there were to be any bullying, they can ask for help from staff who will then resolve any problem. Parents appreciate the care staff give to pupils.

Pupils forge strong relationships with adults and each other. There is a strong feeling of mutual respect. Pupils learn and develop a mature understanding of people from a range of backgrounds and cultures.

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

Leaders have designed a curriculum that is ambitious for all pupils to succeed. Staff make effective use of the links between subjects. They also use pupils' interests to help create memorable learning opportunities. Teachers use their information effectively to plan learning that interests pupils and helps them to achieve well. Many pupils remember what they are taught.

Leaders have set out what pupils need to learn. In most subjects in key stages 1 and 2, teachers teach subject matter in a sensible order. This helps pupils to build on what they have learned before. Pupils achieve well in these subjects. In a small number of other subjects, the curriculum is not as well set out. This means that teachers' plans are not as clear on how to structure learning, so pupils develop a deep understanding over time. Pupils are less secure in what they have studied.

Teachers check what pupils have learned. This happens across most of the curriculum. They provide extra support where needed. This helps pupils to build on their skills and knowledge from Nursery to Year 6. Teachers decide how best to adapt and strengthen the education that pupils receive. This use of assessment is working well.

In the early years, the curriculum is exceptionally strong in all areas. Staff have a deep knowledge of the learning needs of all the children. Staff teach the curriculum very well. They adapt learning to ensure that all children achieve extremely well.

Leaders make certain that all staff place a great emphasis on teaching pupils to read. Pupils begin to learn to read as soon as they start school. Older pupils have a

vast array of books, ranging from classics to modern fiction. They love reading and are keen to talk about their favourite texts.

Leaders have adopted a well-structured approach to phonics teaching and assessment. If some pupils fall behind, adults are suitably trained to provide extra help. Teachers make sure that pupils read books that match their phonics knowledge. As a result, most pupils read with increasing fluency.

Leaders work with staff to identify the needs of pupils with special educational needs and/or disabilities (SEND). Effective support is in place to help pupils with SEND to access the curriculum and to learn well. Parents and carers of pupils with SEND receive updates about their children's learning.

Staff follow the behaviour policy and procedures consistently and well. Pupils willingly follow the rules and show positive attitudes to their learning and each other.

Pupils have regular opportunities to become responsible and respectful citizens. Pupils attend a wide range of extra-curricular activities which complement their classroom learning.

The governing body shares leaders' aims for pupils' success. It knows what is working well and what needs to further improve. Leaders are ably supported by the diocesan multi-academy trust. Leaders are considerate of the workload of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Everyone is committed to ensuring that pupils are safeguarded. Staff receive regular training and updates on how to identify any potential concerns. Staff report and use the systems well so leaders can follow up on any issues that arise. Leaders work effectively with external agencies to ensure that pupils get the support that they need. Leaders' record-keeping is thorough, detailed and accurate.

Pupils learn about keeping safe in lessons. This includes learning strategies to help them keep safe when using online technologies.

Leaders ensure safe recruitment practices are followed and records are well kept.

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

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

- In key stages 1 and 2, the curriculum is not as well developed in some subjects as it is in others. In these subjects, pupils are less secure in what they have learned, and teachers may not always help pupils to build on what they know.

Leaders are aware of the need to develop these subjects. They should continue to work to provide guidance for teachers to help pupils learn well across all subjects.

## 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>	142057
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10207073
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Younger
<b>Headteacher</b>	Sarah Durrant
<b>Website</b>	<a href="http://www.marshlandprimary.norfolk.sch.uk">www.marshlandprimary.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	25 and 26 April 2018, under section 5 of the Education Act 2005

## Information about this school

- This is a smaller-than-average-size primary school.
- This school is a Church of England Voluntary Controlled School and is part of the Diocese of Ely Multi-Academy Trust. The last section 48 inspection of its religious character took place in March 2022. The next section 48 inspection is due in 2026.
- The school operates a breakfast club each day as part of its childcare provision.
- The proportion of disadvantaged pupils is above the national average.

## 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 leaders and have taken that into account in their evaluation of the school.
- As part of this inspection, the inspectors met with the headteacher, who is also the designated safeguarding lead. They also held meetings with teachers and

support staff.

- The lead inspector held a conversation with the chair of the local governing body and the chief executive officer of the Diocese of Ely Multi-Academy Trust.
- The lead inspector held a conversation with two representatives of the trust, including the director of education.
- Inspectors carried out deep dives in reading, history, science and art. Inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspectors spoke with pupils at breaktimes and lunchtimes.
- The inspectors considered information relating to safeguarding, including the school's single central record of checks on adults working at the school.
- The inspectors took into account 11 responses to the online survey, Ofsted Parent View, the views of parents spoken with at the start of the school day, 13 pupils' responses to the pupil survey and 14 responses to the staff survey.

### **Inspection team**

Tim McLoughlin, lead inspector

Ofsted Inspector

Jane Dooley

Ofsted 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 2021