

# Inspection of a good school: Marhamchurch Church of England Primary School

Helebridge Road, Marhamchurch, Bude, Cornwall EX23 0HY

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Inspection date:

8 June 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Leaders acknowledge that some parts of the curriculum are not taught well enough. Pupils, including those with special educational needs and/or disabilities (SEND), do not always access learning that is suitably ambitious. Teachers' expectations are sometimes not high enough. This means that some pupils do not learn as well as they could. Pupils do not know more and remember more of the planned curriculum.

Pupils enjoy attending school. They speak highly of how teachers look after them. Pupils do not worry about bullying. They say that it rarely happens. Pupils are confident that adults would act quickly if it were to happen. Pupils listen to each other and cooperate well in lessons and at social times. Leaders have clear expectations of behaviour. Most pupils reach these expectations. Leaders provide support to those pupils who need extra help to behave well.

Parents and carers value the extracurricular opportunities that leaders provide, such as woodwind and guitar lessons. Pupils compete in a range of sporting activities. Parents appreciate the individual care and attention that staff show to pupils. 'My child is happy to go into school to learn in a safe, engaging and fun environment,' is a typical comment from a parent.

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

The curriculum is not suitably ambitious for all pupils in all subjects. Some pupils do not access work that challenges them sufficiently. They do not make as much progress as they could. In subjects where the curriculum is more effective, for example religious

education, most pupils learn well because learning activities are more successfully matched to their needs.

There are inconsistent approaches to assessment. Sometimes, pupils' misconceptions remain unresolved. Teachers do not always know what pupils know and remember of the curriculum. This makes it difficult for pupils to access learning that builds on secure prior knowledge. Leaders have decided what mathematics teaching should look like across the school. However, there are different approaches across the year groups. This makes it hard for pupils to build key mathematical knowledge as they move through the school.

Reading is a priority at Marhamchurch School. Leaders have considered the books that they want pupils to read to develop their love of reading. Pupils read books that match their reading ability. This helps them to develop into confident and fluent readers. Most pupils independently use their phonics knowledge to work out unfamiliar words. Pupils who are new to the school promptly access phonics lessons. All staff have a secure understanding of the school's approach to phonics. They identify pupils who fall behind and help them to catch up quickly. Teachers say that leaders provide useful regular phonics guidance.

Children in Reception Year get off to a good start. They learn in a well-organised environment. Leaders make sure that children settle quickly into routines. Children have 'buddies' from the older year groups to help them to feel part of the school team. There is a well-thought-out transition process into Reception. Children's individual needs are identified as early as possible.

Leaders set suitable learning targets for pupils with SEND. Pupils are supported well to access the curriculum. Carefully considered adaptations enable pupils to experience success. Leaders undertake regular reviews of pupils' progress towards their targets. Parents are part of this process. Leaders engage well with specialists for advice and guidance.

Pupils are proud to be part of an 'award-winning' school council. They take their responsibilities seriously and feel that leaders listen to them. Leaders ensure that pupils understand the importance of local, national and global events. Recently, pupils participated in the village celebrations for the Queen's Platinum Jubilee. They also contributed to fundraising for people in Ukraine. Pupils benefit from specialists, such as the Royal National Lifeboat Institution (RNLI) and the NSPCC, who teach them about important aspects of keeping safe in the community. Pupils conduct themselves well around the school. They are kind and polite. Pupils say that the school's Christian values act as a guide for 'doing the right thing'.

Most teachers, particularly those at the early stages of their career, feel well supported by leaders. They work as a cohesive team. Staff acknowledge that COVID-19 presented many challenges for the school. Consequently, workload increased.

Governors and trustees understand the headteacher's vision for the school. Some are new to the role and acknowledge that improvements need to happen quickly.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. Leaders make sure that all staff understand the safeguarding policy. They provide regular safeguarding training. Staff know what to do if they have concerns about a pupil. Records of concerns contain the necessary detail. Concerns are reported in a timely manner. Leaders make sure that families receive the help they need when they need it. They monitor vulnerable families closely.

Pupils learn how to keep safe online. They know what to do if something on the internet worries them.

Staff understand how to use the school's whistleblowing policy. Governors understand their role in keeping pupils safe. Governors and trustees understand the headteacher's vision for the school. Some are new to the role and understand that improvements need to happen quickly.

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

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

- The curriculum is not suitably ambitious for all pupils in all subjects. Some pupils do not always access work that challenges them. They do not make as much progress as they could. Leaders need to ensure that the curriculum in all subjects enables pupils to know more and remember more.
- Teachers do not always use assessment effectively to understand what pupils know and remember. Pupils' misconceptions sometimes remain unresolved. They cannot effectively build on their prior learning. Leaders need to implement consistent ways for teachers to check what pupils know and remember.
- Leaders have decided how mathematics will be taught across the school. However, this is currently not consistent in each year group. Pupils do not learn as well as they could because the agreed approaches are not always followed. Leaders need to routinely check that the teaching of mathematics is in line with their expectations.

## Background

When we have judged a school to be good, 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Marhamchurch Church of England Voluntary Controlled Primary School, to be good in November 2012.

## **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>	144063
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227678
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dan Morrow
<b>Headteacher</b>	Darren Hoare
<b>Website</b>	<a href="http://www.marhamchurch.cornwall.sch.uk">www.marhamchurch.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Marhamchurch Church of England Primary School joined Celtic Cross Education Trust in January 2018.
- The most recent section 48 inspection for school's of a religious character took place in March 2022.
- Leaders do not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school had 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.
- Inspectors met with the headteacher, the special educational needs coordinator, members of staff, parents and representatives of the governing body. The lead inspector spoke to the chair of the trust on the telephone.
- Inspectors carried out deep dives in early reading, mathematics and religious education. For each deep dive, inspectors met with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors checked the procedures for keeping pupils safe, including scrutinising the single central record.
- An inspector checked all survey responses, including 15 from staff and 21 from parents. This included considering the 17 responses to the Ofsted Parent View free-text service.
- Inspectors met with pupils and staff to gather their views and find out what it is like to be part of the school.
- An inspector met with parents at the school gates at the end of the school day.
- Inspectors looked at the school's plans for improvement, monitoring documents, safeguarding records and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Matthew Shanks

Ofsted Inspector

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