

Inspection of a good school: The Mareham-le-Fen Church of England Primary School

School Lane, Mareham-le-Fen, Boston, Lincolnshire PE22 7QB

Inspection date:

2 February 2023

Outcome

The Mareham-le-Fen Church of England Primary School continues to be a good school.

What is it like to attend this school?

This small, rural school is friendly and welcoming. Pupils are happy and say they feel safe. Pupils know and follow the school values of 'respect, perseverance, friendship, responsibility and forgiveness'.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school environment is calm and orderly. Pupils behave well. They show respect to adults and to each other. Bullying does happen occasionally. Leaders deal with it quickly.

Pupils have a good attitude to learning. They are kind and like to help each other. This kindness starts in the early years, where children are happy to help each other with their learning. Pupils enjoy having responsibilities, including as play leaders and well-being champions. They wear their responsibility badges with pride. Pupils say that pupils who wear the 'rainbow badge' help them to feel better if they are sad.

Staff know their pupils and families well. They have worked hard to engage parents and carers in the life of the school. Parents are positive about the school. A parent, typical of many, said, 'Staff go above and beyond to support all the children in their care.'

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

Leaders have developed an ambitious curriculum for all pupils, including children in the early years. It is well planned and allows pupils to build on what they know.

Leaders have identified gaps in pupils' knowledge in mathematics and English. Teachers work hard to fill these gaps. The impact of this is evident in the fact that pupils achieve well in both subjects at the end of each key stage.

Teachers expect all pupils, including those with SEND, to study the same curriculum. Teachers adapt activities and resources to ensure that all pupils achieve well. Staff receive training to help them to support pupils with SEND.

Teachers regularly check what pupils know. They do this throughout lessons as well as at the end of units of work. Teachers use this information to plan the next steps of learning. They ensure that pupils understand what they have learned before introducing new concepts. Teachers have recently started to use strategies to support pupils' recall of knowledge. This practice is not yet embedded. Not all pupils can remember what they learn.

Early reading is a priority for leaders. It starts in the early years. Teachers quickly identify any pupils who are struggling to keep up. Teachers ensure that they provide daily support to help these pupils to catch up. Pupils have access to books that are well matched to their phonic knowledge. Pupils read every day, which helps them to become more confident readers. They enjoy reading, and understand the importance of regularly practising reading. Staff promote a love of reading. There are reading corners in each classroom. Pupils have the opportunity to attend the lunchtime reading club.

There are some pupils who display some low-level disruption in lessons. Teachers manage this effectively, so that it does not affect the learning of other pupils. Leaders do not record, monitor or report on behaviour as thoroughly as they could. As a result, they do not always have an accurate view of behaviour in the school.

Children in the early years make a strong start to their education. They consistently follow routines. They have a positive attitude to their work. Children enjoy learning and playing together. They are well prepared for Year 1.

Leaders ensure that pupils have access to opportunities which support their broader development. There are breakfast, lunchtime and after-school clubs. Pupils enjoy attending these clubs. They are able to develop their skills in reading, writing, the creative arts and sports. The pupil council gives all pupils the opportunity to have a voice and express their views. Pupils know about different types of relationships. They are being well prepared for their next steps.

Pupils are aware of differences. They understand the importance of respecting difference. One pupil said, 'Do not judge them, let them be them.' While pupils have an awareness of British values, different cultures and faiths, their actual understanding of them is not as good as it should be.

Staff's workload and well-being are priorities for leaders. Leaders engage well with their staff, who feel listened to.

Governors work well with leaders and play an active role in the life of the school. They are supportive of leaders. They do not always challenge as robustly as they could, including in relation to leaders' oversight of pupils' behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that they prioritise keeping pupils safe. Staff receive regular safeguarding training and updates. They know how to identify any pupils who may be at risk of harm. Staff report all concerns promptly. Leaders deal with these effectively. They work well with families and external agencies. Staff ensure that they make pupils aware of any safeguarding risks, including how to stay safe when online. Pupils know where to get help should they need it.

Leaders prioritise pupils' mental health and well-being. They provide strategies to support pupils to help themselves.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not have a good enough knowledge and understanding of British values and different faiths and cultures. Although they know to respect difference, some pupils are not as aware as they should be of the differences associated with other faiths and cultures. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different cultures and faiths to prepare them for life in modern Britain.
- Leaders do not monitor, record or report on behaviour as robustly as they should. Because of this, leaders, including governors, do not have an accurate view of all behaviour in school. Leaders should ensure that they have a comprehensive oversight of pupils' behaviour, to identify any patterns or trends and to know when and how to provide pupils with the support they need to better manage their behaviour.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 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 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.

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

Unique reference number	120576
Local authority	Lincolnshire
Inspection number	10199773
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing body	David Ireland
Headteacher	Avril Moore
Website	www.mareham.lincs.sch.uk/
Dates of previous inspection	18 and 19 May 2016, under section 5 of the Education Act 2005

Information about this school

- The Mareham-le-Fen Church of England Primary School is a school with a Christian ethos. The school's last Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection took place in June 2017. The next SIAMS inspection is not overdue.
- There is a free after-school club managed by the school.
- The school does not use any alternative provision.

Information about this inspection

- 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.
- Inspectors held meetings with the headteacher, the senior teacher, the locality lead and members of the local governing body.
- Inspectors undertook deep dives in the following subjects: reading, mathematics and religious education. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at pupils' work.

- The lead inspector reviewed the school’s safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding lead.
- The lead inspector met with leaders responsible for behaviour, personal development, looked after children, pupil premium, attendance, and the provision for pupils with SEND.
- Inspectors considered responses to Ofsted’s online parental survey, Ofsted Parent View, including free-text comments.
- Inspectors considered the views of staff gathered through meetings with groups of staff and responses to Ofsted’s online questionnaire for school staff.
- Inspectors spoke to pupils in lessons and observed behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors looked at a range of documentation, including that related to self-evaluation, school improvement, attendance and behaviour, the curriculum, and governance.

Inspection team

Anita Denman, lead inspector

His Majesty’s Inspector

John Spragg

His Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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