

# Inspection of a good school: Marshwood CofE Primary Academy

Marshwood, Bridport, Dorset DT6 5QA

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Inspection date:

9 February 2023

## Outcome

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

## What is it like to attend this school?

Pupils enjoy coming to this nurturing and caring school. Parents agree. One parent said: 'Marshwood school is inclusive of all. Staff take a real interest in the children and their families.' Leaders are determined that all pupils will reach their full potential. Pupils value their friendships and the relationships they have with staff.

Most pupils demonstrate positive attitudes to their learning. However, the curriculum in some subjects is not delivered successfully. Teachers do not systematically check what pupils know and can do, so gaps in learning are not always addressed.

Pupils show respect for staff and for each other. They understand how the school's values of respect, wisdom and love reflect how they should behave. Pupils say that disruption can occur, but adults deal with it quickly. Pupils say there is no bullying. If it were to happen, pupils know staff would deal with it quickly and sensitively.

Leaders ensure they provide many opportunities for pupils to develop their character and interests. Pupils enjoy taking on leadership roles, such as being house captains and sports leaders. They understand that it is good to be different. They show tolerance and mutual respect for one another.

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

Leaders, staff and governors place the needs of pupils at the heart of what they do. Staff appreciate the support and guidance the head of school provides. Trust leaders encourage the school's individuality and provide appropriate challenge. Staff feel included and consulted. They know leaders are aware of workload pressures and their well-being.

Leaders prioritise reading. Children start learning to read from the moment they join the school in the early years. Staff expose children to a variety of songs, rhymes and stories to develop their vocabulary and enjoyment of reading. Books match the sounds that pupils are learning. Most staff teach new sounds in a logical order. However, some do not always ensure the phonics programme is taught in the way it is designed. This means pupils do not develop their fluency well enough. This slows the learning of some younger pupils.

Most older pupils enjoy reading. They are keen to share the books they have chosen to read. They understand why it is important to be able to read. They say that books can 'take you to different places where you can use your imagination'.

Leaders are working on ensuring that the mathematics curriculum is effectively organised and structured. However, some staff do not sequence learning over time effectively. As a result, pupils struggle to talk about their learning and to recall relevant knowledge they should know at each stage. Insufficient time is allowed for pupils to reason and apply what they know. Teachers do not have a clear understanding of what pupils know and can do. Consequently, pupils, including those with special educational needs and/or disabilities (SEND), have gaps in their knowledge and understanding.

Leaders have designed subjects across the wider curriculum to take into account mixed-age classes. Pupils with SEND receive the same curriculum as their peers. However, teachers do not use strategies to check whether pupils remember their prior learning. For example, in music, older pupils struggle to connect their learning about notation when composing.

Staff have high expectations of how they want pupils to behave. Pupils conduct themselves sensibly around the school site. Pupils of all ages play well together during social times. Where some pupils struggle with their behaviour, adults deal with it consistently and positively.

Pupils appreciate the school's work to support their wider development. Leaders provide a wide range of opportunities beyond the classroom. For example, residential trips, extra-curricular activities and forest school support pupils' learning well. Pupils know how to keep themselves healthy. They appreciate the opportunities to perform in musical events, which develops their confidence. Pupils enthuse about roles of responsibility, including being well-being champions, where they ensure they look after each other.

Governors and trust leaders share the school's vision that all pupils will flourish. They provide relevant challenge. Trust leaders have a clear understanding of the strengths and areas for development of the school. They are well placed to provide the necessary support to school leaders to implement the changes needed.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safeguarding of pupils is a priority. Staff know and understand what to do if they are worried about a pupil. Leaders ensure all staff have the necessary training. They act on concerns quickly. Staff know their concerns are taken seriously. Appropriate checks are made on staff new to the school to ensure they are safe to work with children.

Pupils feel safe. They are taught how to stay safe through the planned curriculum. Pupils know how to stay safe in a range of situations. These include when talking to strangers and when online.

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

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

- Not all staff teach phonics well using the agreed approach. As a result, learning for some pupils at an early stage of reading can slow. Leaders need to ensure that all staff receive the necessary support to teach phonics well so that all pupils keep up with the planned reading curriculum.
- Staff do not implement the mathematics curriculum effectively. As a result, pupils have gaps in their knowledge. Pupils cannot articulate what they know and can do with accuracy. Leaders need to ensure that the mathematics curriculum is successfully delivered so that all pupils use what they know to reason and explain their understanding.
- In some subjects in the wider curriculum, staff do not check what pupils know and can do. As a result, pupils struggle to remember their learning over time. Leaders need to ensure that they check how well the curriculum in all subjects is implemented so pupils know more and remember more over time.

## 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 second ungraded inspection since we judged the predecessor school, Marshwood Church of England Aided Primary School, to be good in January 2013.

## 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

<b>Unique reference number</b>	141524
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10240833
<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>	58
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Brian Impey
<b>Headteacher</b>	Peter Beare (Acting)
<b>Website</b>	<a href="https://marshwood.acornacademy.org">https://marshwood.acornacademy.org</a>
<b>Date of previous inspection</b>	16 May 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a smaller-than-average primary school. Pupils are organised into three mixed-age classes.
- The school is part of the Acorn Multi-Academy Trust. A new acting head of school has taken up post since the previous inspection.
- The school is a voluntary-aided Church of England school in the Diocese of Salisbury. The last section 48 inspection took place in March 2020, where the school received a judgement of good.
- The school does not use 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 met with the acting head of school, groups of staff, representatives from the multi-academy trust, directors and members of the local governing body.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Reception and Years 1, 2, 3 and 4 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leads to evaluate the effectiveness of safeguarding checks carried out by staff working at the school.
- Inspectors considered the 19 responses to the Ofsted online survey, Ofsted Parent View, including seven free-text responses. They also considered 10 responses to the staff survey.

### **Inspection team**

Heather Barraclough, lead inspector

His Majesty's Inspector

Sean Millar

Ofsted Inspector

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