

# Inspection of a good school: Marsworth Church of England Infant School

Vicarage Road, Marsworth, Buckinghamshire HP23 4LT

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Inspection date:

26 April 2023

## Outcome

Marsworth Church of England Infant School continues to be a good school.

## What is it like to attend this school?

Pupils thrive at this tiny village school. They are inspired by the school's values, where 'respect, courage, compassion and curiosity' are brought to life through a thoughtful curriculum that is enriched with meaningful experiences. These include the popular weekly swimming lessons, which help pupils to stay safe in their local area. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across all areas of the curriculum and get the support that they need.

Everyone is included at Marsworth. Pupils play together happily. They work co-operatively together in lessons. Pupils are taught about equality and what bullying and unkindness are. Bullying is not part of school life. Clear systems and routines help pupils understand the importance of trying to do the right things all the time. Teachers act quickly to resolve any issues when they arise. This ensures that pupils are safe and learn in a calm, positive school environment.

Pupils enjoy becoming part of their supportive local community. They learn how to do this through strong links with the local church and through taking part in projects which teach life skills while helping others. This helps them to feel responsible and confident.

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

Reading sits at the heart of the school's curriculum. This starts in the mixed Nursery and Reception class, where children develop a love of reading through regular opportunities to listen to stories and rhymes. They know many of these by heart. Staff model, and expect children to use, ambitious vocabulary. This supports children's speech and language development. Across the school, pupils read books that are well matched to their reading ability. Staff carefully listen and check that pupils are becoming confident and fluent readers. They quickly spot any gaps in pupils' phonic knowledge and give extra support where needed.

Leaders have designed an ambitious curriculum for all pupils. In most subjects, leaders have decided on the most important knowledge and skills that they want pupils to learn. However, in a few subjects, this is not as fully mapped out. This means that teachers do not always know what they need to prioritise and re-visit. Pupils do not achieve as highly as they could in all aspects of the curriculum.

Staff have secure subject knowledge. Leaders support them to develop their professional understanding, for example by learning more about effective provision for pupils with SEND. This is helping staff to meet pupils' individual needs well. In most subjects, teachers regularly check whether pupils remember what they have learned. They use this information to make sure that learning builds on what pupils know and can do already. In some subjects, for example personal, social and health education (PSHE), this is already well developed, which helps pupils to connect ideas together. However, in a few subjects, teachers do not carefully check whether pupils build deep knowledge and skills, and their recall of previous learning. As a result, gaps in pupils' knowledge are not identified quickly and addressed.

Pupils have positive attitudes towards each other and towards their learning. Leaders emphasise the importance of good manners. They take time to teach pupils how to behave respectfully and politely. Children in early years learn clear routines as soon as they join the school. They take turns and share equipment well. Staff encourage all pupils to try hard and keep going when they find things challenging. This helps them to build their self-confidence and independence.

Pupils' wider development is thoughtfully considered. Pupils benefit from a broad range of experiences. This includes enrichment activities such as clubs and visits. For example, pupils visited a zoo and were visited by a local owl conservation group. This builds on their knowledge learned in the classroom. Leaders make sure the school's values play a central role in pupils' personal development. Pupils are taught to respect others and celebrate differences. They enjoy learning about each other's faiths and cultures. Pupils have recently learned about aspects of democracy through the election of their school council. They have an age-appropriate understanding of right and wrong and they are beginning to understand moral choices. For example, pupils say that respecting people and being kind is 'how you should live because it makes everyone happy'.

Governors make sure that the processes for managing staff's well-being and workload are in place and working successfully. Staff are overwhelmingly positive about the school. There is a strong feeling of camaraderie among the team, and staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is a strong safeguarding culture. They provide staff with up-to-date safeguarding training. Staff are adept at identifying any signs of concern and reporting them swiftly. Leaders work well with a range of external agencies to ensure that any vulnerable pupils and their families receive the help they need. Leaders maintain accurate and thorough records, which show evidence of timely action being taken where concerns

have been raised. Pupils learn and know how to keep themselves safe in the real and online world.

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

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

- In a few subjects, the curriculums have been adopted recently. Where this is the case, teachers are not necessarily clear what is the most important knowledge pupils need to know and remember. Leaders should make sure that curriculum thinking is clear so that pupils are taught the essential content in all subject areas and have opportunities to revisit and consolidate their learning.
- Teachers do not consistently take account of what pupils know across all subjects. As a result, pupils sometimes struggle to connect and build on prior learning. Leaders need to make sure that staff assess what pupils have learned and remember carefully and use the information to plan future learning effectively.

## **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 school to be good in July 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>	110454
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10241834
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Giles Monks
<b>Headteacher</b>	Angela Polatci
<b>Website</b>	<a href="http://www.marsworthschool.co.uk">www.marsworthschool.co.uk</a>
<b>Date of previous inspection</b>	5 July 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England controlled primary school under the Diocese of Oxford. The last section 48 statutory inspection of Anglican and Methodist schools took place in February 2019. The school was graded as requiring improvement for its religious character.
- The school offers nursery provision within the early years class.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, PSHE and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with pupils about their learning, spoke with teachers and looked at pupils' work. Inspectors also heard some pupils read.

- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector held a meeting with governors and separate meetings with the local authority adviser and a representative of the local diocese.
- Inspectors took account of the views of parents. Although there were too few responses to report parents' collective views, inspectors took account of parents' free-text comments. Inspectors also talked with parents on the day of the inspection.
- Inspectors gathered pupils' views through meetings, visits to lessons and discussions at other times of the school day.
- Inspectors observed pupils playing at lunchtime and eating together in the school hall.
- To inspect safeguarding, inspectors reviewed the single central record, reviewed safeguarding procedures and records with leaders, and spoke to pupils and staff.

### **Inspection team**

Clare Morgan, lead inspector

Ofsted Inspector

Matthew Rixson

Ofsted Inspector

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