

Inspection of a good school: Marsh Lane Primary School

School Road, Marsh Lane, Sheffield, South Yorkshire S21 5RS

Inspection date: 28 June 2023

Outcome

Marsh Lane Primary School continues to be a good school.

What is it like to attend this school?

This is an inclusive and friendly school where pupils succeed. Leaders have created an ethos that nurtures and supports pupils. Pupils say that they are happy to come to school. Most pupils attend well.

Pupils feel safe at school. They know who to talk to if they have any worries. They know that staff care about them. Pupils know that adults will help them sort out any difficulties they may have.

Pupils meet the high expectations of behaviour. They behave very well. Pupils are respectful towards their peers and adults. Pupils across year groups work and play well together. Playleaders enjoy the responsibility of setting up games for the younger children. Bullying is rare and staff deal with any incidents quickly.

Staff have high expectations for what pupils can achieve. However, pupils do not gain the knowledge they should across the curriculum because some subjects are not implemented as well as others.

Parents and carers are overwhelmingly positive about the school. One parent spoke for many when they described the school as, 'A fantastic school community with nurturing and kind teachers.'

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

Leaders have developed a curriculum that matches the requirements of the national curriculum. They have identified the key knowledge that they want pupils to learn in all curriculum areas. Teachers check what pupils have learned and remembered in English and mathematics. However, leaders have not ensured that these checks are as well developed in other subjects.

In some foundation subjects, for example art, teachers break learning down into small steps. They ensure that pupils learn new things in a logical order and develop key skills. As a result, pupils' work in art is of a high standard and they can talk confidently about what they have learned in this subject. However, in other foundation subjects, teachers do not deliver the curriculum as precisely. Consequently, pupils are not as sure about what they have learned in these subjects.

Leaders have prioritised reading. Most staff have received training in the teaching of phonics. Staff who teach phonics demonstrate high levels of expertise. Children begin to learn phonics as soon as they start in the Reception Year. Teachers regularly check on pupils' progress in reading to identify those who need extra help. Pupils in the early stages of learning to read are given books that match the letter sounds that they know. These pupils quickly build their confidence and learn to read with fluency. However, this is not consistently the case with weaker readers in older classes. Leaders want all children to develop a love of reading. Pupils enjoy the class stories their teachers read to them. The reading ambassadors enjoy the responsibility of keeping the library tidy.

Leaders have implemented a mathematics curriculum that builds pupils' learning over time. The systematic approach to learning mathematics begins in the early years. Children in Reception develop their mathematical vocabulary and number recognition. Children join in with physical activities to make the learning real. Teachers have strong subject knowledge. They re-visit learning and build on what pupils have learned before. Pupils develop mathematical knowledge and skills over time. Teachers check what pupils have learned and understood. However, teachers do not make the best use of these checks to address gaps in learning.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively to learn alongside their peers. Teachers adapt the curriculum appropriately to meet these pupils' needs. For example, they use suitable resources and ask appropriate questions. Support staff help pupils with SEND to overcome challenges. They regularly check that pupils have understood their learning. This leads to pupils with SEND developing their confidence and independence.

Leaders provide a breadth of opportunities for pupils. Pupils gain from the wide range of activities that enrich their time at school, including karate, pottery and multi-skills. Pupils learn about different religions through the curriculum and during assemblies. However, leaders have not ensured that pupils have opportunities to learn about different cultures. Some pupils do not learn about fundamental British values. This means that pupils are unprepared for some aspects of life in modern Britain.

Staff are positive about being part of a happy and supportive staff team. They appreciate the efforts that leaders make to manage their workload and well-being.

One parent spoke for many when they described the school as, 'A truly wonderful school where children are happy and thriving.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that a culture of safeguarding underpins the work of the school. Staff know pupils and their families well. Staff receive regular training to ensure they are up to date with statutory guidance. They are swift to act on any concerns. Leaders work well with external agencies to ensure that pupils receive the help that they need. Leaders carry out appropriate checks on adults before they start working with pupils.

Pupils learn how to keep themselves safe. They know how to stay safe when they are out in the community and when they go online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers are unclear about exactly what pupils need to learn and by when. This leads to some pupils not knowing the curriculum as well as they should. Subject leaders should ensure that all teachers deliver the intended curriculum in precise, small steps so that pupils know more and remember more across the curriculum.
- Leaders and teachers do not use assessment consistently to inform next steps in learning, or to identify key gaps in pupils' knowledge. Staff do not address misconceptions or gaps in pupils' learning consistently. Leaders must ensure that teachers use assessment information effectively, enabling pupils to know more and remember more of the intended curriculum.
- The curriculum for personal development does not help pupils to fully understand fundamental British values. It does not provide pupils with enough opportunities to learn about different cultures. This means that pupils are not well prepared for some aspects of life in modern Britain. Leaders must ensure that the curriculum enables pupils to develop a secure understanding of British values and different cultures.

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 April 2014.

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	112544
Local authority	Derbyshire
Inspection number	10267966
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Local authority
Chair of governing body	Jonathon Flower
Headteacher	Fiona Marsh
Website	https://www.marshlaneprimary.org.uk
Date of previous inspection	27 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.

Information about this inspection

- The inspectors met with the headteacher, other leaders and members of staff. The inspectors spoke with a governor and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics, and art and design. For each of these subjects, the inspector held discussions with subject leaders, visited lessons, spoke with teachers and pupils and looked at pupils' work. The inspectors listened to pupils reading.
- The inspectors reviewed a range of documents, including the monitoring reports, various policies and curriculum planning.
- The inspectors observed lunchtime. Inspectors spoke to a range of staff and pupils.
- The inspectors spoke with the designated safeguarding leads, pupils and staff about the school's work to keep pupils safe. Inspectors reviewed safeguarding records and the single central record.

- The inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Donna Chambers, lead inspector

Ofsted Inspector

Jeremy Spencer

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