

Inspection of a good school: Marshfield Primary

Thornton Lane, Little Horton, Bradford, West Yorkshire BD5 9DS

Inspection dates:

1 and 2 November 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 be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Zara Kearns. This school is part of Carlton Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adrian Kneeshaw, and overseen by a board of trustees, chaired by Gareth Logan.

What is it like to attend this school?

Marshfield Primary school is the centre of the community. It has high aspirations for pupils and their families, so they thrive. Pupils achieve exceptional outcomes. This includes those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Pupils are happy and safe. Throughout the school, there are caring and supporting relationships. Pupils are proud of their school and describe it as 'perfect'. They say everyone is welcome and treated with kindness.

Pupils know the school has high expectations for their conduct. As a result, pupil behaviour is exemplary. In lessons, pupils show excitement about their learning and remain focused. Pupils know they can trust adults to help them if they have a concern. Pupils know bullying is not tolerated. Incidents are very rare. Pupils understand the importance of upholding the school values of 'ambition, respect and resilience'. Pupils value the rewards they receive.

The 'Carlton edge' programme ensures that pupils develop their interests and talents. All pupils access a variety of trips and visits as part of the 'social capital' programme. Pupils enjoy a range of sporting and creative activities in the extra-curricular programme, such as basketball, music, cooking and science club. The school has developed opportunities for pupils to be leaders, which include the school council, connect advisers and sports leaders. Pupils take their responsibilities seriously.

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

The school has developed a rich and ambitious curriculum, which starts in early years. All pupils access high-quality learning. Teachers adapt work to ensure that pupils with SEND access the same curriculum as their peers. They have been trained to support pupils with additional needs. The curriculum is well sequenced and coherently planned. This helps pupils know more and remember more. They are prepared well for their next stage in education.

Teachers have strong subject knowledge and access ongoing training. They provide clear information so pupils can tackle activities with confidence. Teachers know to pick up on any misconceptions as they arise. They use questioning to check pupils have secured knowledge. They know when pupils are ready to move on to new learning. Pupils take great pride in their work. It is of high quality. As a consequence, pupils achieve exceptionally well.

In early years, there is a variety of interesting activities to promote language and communication. Staff consistently model language well. Children start the phonics programme straight away. Staff have been well trained to pick up when children fall behind. Interventions are in place for children to keep up with their peers. Pupils' reading books match the sounds they represent with what they have been learning.

Pupils value the opportunities they have to read a diverse range of books for pleasure. They do this every day. Pupils enjoy reading. Older pupils read to younger children. Parents learn how to support their children with reading at home. The school provides opportunities for parents to join reading sessions with their children. Parents hold the school in high regard. They feel well informed about how well their child is doing and what they are learning. Pupils enjoy the 'showcase' events, where they talk to their parents about the different things they have been learning.

The opportunities for pupils to learn from visits enrich the curriculum. Pupils were keen to talk about their experiences. This included their visit to the village of Saltaire when they were learning about the Victorians and influential people. Pupils know how these people changed the lives of children in the past for the better.

The school prepares pupils for life in modern Britain. Teachers receive training to deliver the planned curriculum in an age-appropriate and sensitive way. Pupils learn about different families and relationships. They are secure in their knowledge about different faiths and cultures. Pupils know it is important to treat others with respect and tolerance. They learn about staying safe online and in the community. Pupils understand the importance of being mentally and physically healthy.

Trustees have a well-informed view of the school. They know how to make leaders accountable and carry out their duties effectively.

Staff are proud to work at the school. They feel everyone works as a strong team. They say leaders ensure that their workload is manageable. Leaders have made well-being a

priority. Staff appreciate the continuous professional development they receive. Early career teachers are well supported.

Safeguarding

The arrangements for safeguarding are effective.

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 December 2017.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148268
Local authority	Bradford
Inspection number	10269158
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair of trust	Gareth Logan
Headteacher	Zara Kearns
Website	www.marshfieldprimary.com/
Date of previous inspection	Not previously inspected

Information about this school

- The school runs a breakfast club.
- The school has nursery provision.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, director of primary education, the chief education officer, the chair of trustees and a representative from the trustees, other senior leaders, staff and pupils.
- The inspector carried out deep dives in these, subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited

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

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents, staff and pupils were considered through Ofsted's online surveys and from conversations during the inspection.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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