

# Inspection of a good school: Lisle Marsden Church of England Primary Academy

Lansdowne Avenue, Grimsby, North East Lincolnshire DN32 0DF

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Inspection dates:

28 and 29 November 2023

## Outcome

Lisle Marsden Church of England Primary Academy continues to be a good school.

The headteacher of this school is Daniel Kinsey. This school is part of a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Jeremy Woolner.

## What is it like to attend this school?

There are high expectations for all pupils at Lisle Marsden Church of England Primary Academy. This large primary school is nurturing. Staff know pupils well. Pupils' emotional well-being is a high priority. They benefit from specialist staff to support this. The school rabbit brings joy to many pupils.

Pupils benefit from a variety of clubs, experiences and opportunities to develop their character. The school strives to remove barriers to learning for pupils. As a result, pupils achieve well. The Christian ethos is woven through school life. Pupils are encouraged by the school values. They refer to them when discussing work that they are proud of. Pupils' wider development is a real strength of the school.

Pupils behave well. They are respectful towards each other. They show consideration of their peers. Pupils with special educational needs and/or disabilities (SEND) benefit from the inclusive nature of the school. They are included in lessons and wider opportunities.

The school teaches pupils how to use the internet safely. Pupils confidently discuss the risks they may face online. Pupils have a weekly 'big question'. They reflect on this during their collective worship time. This benefits their moral and spiritual growth.

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

The school has introduced an ambitious curriculum. This begins in the early years. The curriculum choices develop lifelong skills for pupils. Pupils are proud of the vibrant school environment featuring examples of their work and achievements.

Children make a good start in the early years. They speak about the books they have recently shared. Children have regular opportunities to develop as artists. They benefit from the well-considered environment, both outdoors and indoors. Children are confident when discussing their learning. They are keen to share independent writing.

The school has a strong reading curriculum. The approach to early reading is well embedded. All staff are well trained. Children learn to read quickly and fluently. Those who need help with reading receive timely support. Older pupils have daily teaching to develop their comprehension and reading skills. The school is beginning to introduce initiatives to encourage pupils to read for pleasure. Pupils enjoy the new reading corners and libraries.

Pupils benefit from the well-sequenced curriculum across all subjects. Specialist staff create high-quality learning experiences. Lessons are engaging. As a result, pupils enjoy their learning. Teachers provide resources to help pupils understand and remember important vocabulary. In most subjects, teachers regularly check that pupils remember important knowledge before moving on to new learning. However, in some subjects, teachers do not provide regular opportunities for pupils to revisit prior learning. As a result, in some subjects, pupils do not have opportunities to transfer knowledge to their long-term memory.

Pupils with SEND receive the timely, effective support they need. They benefit from carefully curated sensory spaces. Teachers understand pupils' needs well. They are well supported in lessons. They also have many opportunities to develop independence.

Pupils behave well. They are considerate towards each other. Pupils encourage each other in lessons and discussions. Playground leaders contribute to harmonious playtimes. Pupils are keen to involve others in activities. They are considerate and kind towards pupils with SEND. As a result, pupils feel included across school.

Pupils benefit from the breadth of wider opportunities available to them. All pupils learn to play a musical instrument. They take part in memorable regional music events. The school ensures all pupils have equal access to extra-curricular activities and experiences. Financial assistance for residential trips and activities is managed sensitively. Pupils develop a firm understanding of equity. They discuss fairness eloquently.

Those responsible for governance know the school well. There is a wealth of expertise in the governing body. It provides supportive and effective challenge to school leaders. The school works in partnership with those responsible for governance to make improvements to the school. There are systems in place to promote good attendance. The school manages workload well for staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, lessons do not provide regular opportunities for pupils to revisit prior learning. As a result, some pupils do not remember the important knowledge they need to be ready for the next stage of learning. The school should ensure pupils have planned opportunities to revisit the identified important knowledge in the curriculum.

## 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 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' 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

<b>Unique reference number</b>	137611
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10290186
<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>	618
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jeremy Woolner
<b>Headteacher</b>	Daniel Kinsey
<b>Website</b>	<a href="http://www.lislemarsdenacademy.co.uk">www.lislemarsdenacademy.co.uk</a>
<b>Date of previous inspection</b>	13 June 2018, under section 8 of the Education Act 2005

## Information about this school

- Lisle Marsden Church of England Primary Academy is a single-academy trust.
- The school does not currently use alternative education providers.

## 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including trustees, members of the governing body and the diocesan school effectiveness adviser.
- Inspectors carried out deep dives in early reading, mathematics, history and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to pupils from different year groups read.

- To evaluate the effectiveness of safeguarding, inspectors: 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. Inspectors also spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors analysed the responses to Ofsted’s staff survey. They reviewed answers from the online questionnaire, Ofsted Parent View, including free-text responses.

### **Inspection team**

Georgina Chinaka, lead inspector

His Majesty’s Inspector

Claire Leech

Ofsted Inspector

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