

Inspection of Marksbury CofE Primary School

Marksbury, Bath, Somerset BA2 9HS

Inspection dates: 2 and 3 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Julie Player. This school is part of The Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Emily Massey, and overseen by a board of trustees, chaired by Belinda Deery.

Ofsted has not previously inspected Marksbury CofE Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Marksbury CofE Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Marksbury CofE Primary School is at the heart of the local community it serves. Pupils describe the school as a 'massive family', where everyone is friendly and welcoming. They understand how the school's values help them to develop resilience, make the right choices, and be understanding of others.

The school has high expectations for pupils' behaviour. Pupils follow the school rules well, both in and outside the classroom. They understand the importance of positive learning behaviours. This starts in the early years where children are eager to learn and use their 'magnet eyes' to show they are listening.

Staff take time to get to know the pupils for the individuals they are. Relationships between adults and pupils are positive. Pupils trust adults to listen and help them resolve any worries or concerns that they may have. As a result, they feel safe and cared for.

The school plans a wide range of trips, visits and experiences to broaden pupils' understanding beyond the classroom. Pupils talk enthusiastically about gardening and cooking club and their trips to historical sites. Older pupils take pride in leading the daily 'sensory circuits'. They say this role helps pupils to stay calm and be ready for learning.

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

The school is ambitious for what all pupils can achieve. An inclusive curriculum has been designed well. It makes clear the important knowledge and vocabulary that pupils need to learn and when, from the early years to year 6.

Pupils and staff understand the importance of reading. Pupils say that reading takes them to 'different places' and helps them to learn about concepts, such as bravery. As soon as they enter the Reception Year, children develop the skills they need to blend sounds and read words successfully. Staff carefully monitor the progress that individual pupils make. If pupils fall behind, they receive the support they need to help them to catch up quickly. As they move through the school, pupils read with increasing fluency and expression.

The school provides staff with training which builds their confidence and subject expertise. In mathematics, for example, teachers use their expertise well to model mathematical vocabulary and to explain concepts clearly. Children in the early years confidently use their knowledge of early number when creating number sentences. Older pupils use their previous knowledge of fractions well when completing more complex tasks involving conversions.

Pupils learn well in most wider curriculum subjects. In art, for example, teachers ask the right questions to build pupils' knowledge. They check on what pupils know before moving on to new learning. Younger pupils use words, such as 'shape' and

'colour' when talking about techniques, such as pointillism. Older pupils confidently make links between the styles of Picasso and Andy Warhol. However, in some areas of the curriculum, pupils' knowledge is less secure. This is because assessment information is not yet used well enough to check on what pupils know and can do to plan for future learning. This makes it more difficult for pupils to build their knowledge.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) promptly. Individual pupil plans are precise and routinely reviewed. Staff help these pupils to overcome any barriers to learning. Pupils with SEND progress through the curriculum well because of this. For example, younger pupils benefit from resources such as word mats, which help them gain confidence in their reading. Older pupils talk confidently about how conjunctions improve their writing.

Pupils display positive attitudes to their learning. They are keen to share their knowledge and take a pride in their work. During social times, pupils of all ages play happily together. The school manages attendance well. It works closely with parents and external agencies to ensure that if attendance dips, it is addressed quickly. Pupils attend school regularly because of this.

The school's work to support pupil's personal development is a strength. Pupils understand the importance of positive mental health and how to manage their emotions. They enjoy taking part in challenges that build their entrepreneurial skills. Pupils develop their character through projects with local businesses or by singing at a local care home.

Local governors and trustees know the school well. They hold the school to account for its actions and fulfil their statutory responsibilities well. Staff talk positively about the team spirit that exists. They enjoy the opportunities they have to collaborate with other schools, which enables them to share their practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is still being developed in some wider curriculum subjects. It is not yet used well enough to check that pupils have remembered the knowledge they have been taught. As a result, some pupils have gaps in their knowledge and do not build their knowledge well over time. The trust needs to ensure that teachers

use assessment effectively across all subjects and use this information to inform future learning.

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	144282
Local authority	Bath and North East Somerset Council
Inspection number	10322308
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	Board of trustees
Chair of trust	Belinda Deery
CEO of the trust	Emily Massey
Headteacher	Julie Player
Website	www.marksburyschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Marksbury CofE Primary School converted to become an academy school in July 2017.
- The school is a Church of England school, within the diocese of Bath and Wells. The last section 48 inspection took place in April 2018, where the school was judged to be outstanding.
- The headteacher has been in post since April 2015.
- There is a before- and an after-school club, which is managed by the governing body.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 met with the headteacher, deputy headteacher, subject leaders, the special educational needs coordinator, staff, pupils, and representatives from the local governing body and trust. The lead inspector also held telephone conversations with a representative from the trust and a representative from the diocese.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The lead inspector spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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 observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Lisa Dadds

Ofsted Inspector

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