

Inspection of Marston Green Junior School

Station Road, Marston Green, Birmingham, West Midlands B37 7BA

Inspection dates:	12 and 13 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2012. The school received an ungraded inspection under section 8 of the Act on 5 November 2020. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils at Marston Green are proud of their school. They understand that the school has high expectations for them, and they rise to these. Pupils feel safe in school. They value their teachers and have absolute confidence that they will be supported with any worries or concerns they might have. Relationships are highly positive. Staff know each pupil and their families well.

The school wants all pupils to reach their full potential. This includes pupils with special educational needs and/or disabilities (SEND). Many pupils achieve well, particularly in reading and writing. Pupils value the exciting learning opportunities available to them. They concentrate very well in lessons. Pupils can learn without interruption. The school is a calm environment conducive to learning because pupils behave very well.

Pupils get to carry out a range of leadership roles in school. Play leaders enjoy the responsibility of supporting other pupils at breaktime and lunchtime. There is a range of activities pupils can take part in to make their social time more enjoyable. Pupils appreciate the friendships they forge in school. They have a strong sense of equality and inclusivity. They support each other and are sensitive to the needs of others.

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

The school lives by its motto of 'every learning opportunity is a reading opportunity'. Pupils immerse themselves in high-quality texts. They visit the well-stocked library regularly. Staff help pupils choose books that will interest them. These actions help pupils develop into keen readers. The school identifies any gaps pupils have in reading as soon as they join the school. Staff address these without delay. They support pupils well to catch up with their peers. As a result, most pupils make good progress with reading.

The school identifies pupils with SEND swiftly. It provides bespoke support to address each pupil's individual needs. Carefully considered adaptations are effective. These include adaptations to the curriculum, the environment and the resources pupils use. They work well.

Teachers receive ongoing training that allows them to deliver the planned curriculum effectively. Ambitious plans, underpinned by pupils learning and understanding rich vocabulary, reflect the school's high ambition. Some curriculum areas are of a high quality. For example, in science and music, teachers ensure that pupils make links with what they have learned previously. Teachers check how well pupils understand and address any misconceptions without delay.

For some disadvantaged pupils, the school does not identify the barriers that are delaying progress and understanding in some curriculum areas. This limits the outcomes some of these pupils achieve by the time they leave school. This is particularly true in mathematics, where pupils do not achieve the same standards as they do in reading and writing. The school has started to address this, but it has not had enough time for its work to be reflected in published results.

Pupils exhibit flawless behaviour. The school is a place where all pupils can learn without disruption, and they do. Every classroom is calm and purposeful. Pupils work with a sensible approach and show diligence. They show excellent attitudes to learning. Pupils understand the simple school policy that expects them to demonstrate the SMART values: safe, manners, attitudes, respect and teamwork. Pupils live these out every day. They are well mannered and polite. Pupils show a high level of respect at all times. Pupils attend school regularly.

Pupils learn about different religions and cultures. The school is awash with books that support this understanding. These accompany a curriculum that the school has constructed with care. Pupils respect and celebrate the many differences people have in school and in the wider world. Pupils enjoy taking on a range of leadership roles. The school provides many opportunities for trips and visits. These include a residential in Year 6, which most pupils take part in. These opportunities contribute well to pupils' personal development.

Parents and carers value all the school has to offer. The school takes its duty to support staff seriously. It does this very well. It is a praiseworthy aspect of the school's work. Staff value the support and guidance they receive to be the best teachers they can be. This includes teachers at the very start of their careers. Staff are very proud to work at the school and to call themselves part of the Marston Green team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not identify and address all of the barriers disadvantaged pupils face with their learning. These pupils do not always achieve outcomes in line with their peers. The school should ensure that a clear, cohesive and consistent strategy supports all staff in their work to secure the best outcomes for disadvantaged pupils.
- The school does not ensure that all pupils have the secure foundational knowledge they need in mathematics. This hinders pupils' ability to build on prior learning and succeed with later learning. The school should ensure that gaps in pupils' foundational knowledge in mathematics are addressed to enable pupils to build on prior learning and succeed with later 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	104060
Local authority	Solihull
Inspection number	10290539
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair of governing body	Debbie Trowman
Headteacher	Lynn Clark
Website	www.marston-green-jun.solihull.sch.uk
Date of previous inspection	5 November 2020, under section 8 of the Education Act 2005.

Information about this school

- The school makes use of one unregistered alternative provision.
- The school provides before- and after-school wraparound care.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and subject leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including English, history, geography and art and design.
- The lead inspector spoke with six governors, including the chair of governors.
- An inspector spoke on the telephone with a representative from the local authority.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- 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.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's and pupils' views. They also considered the responses to the Ofsted online survey for parents, Ofsted Parent View.

Inspection team

Keri Baylis, lead inspector	His Majesty's Inspector
Patrick Amieli	Ofsted Inspector
Emma Titchener	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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