

# Marshwood Church of England Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	113806
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	289729
<b>Inspection date</b>	23 May 2007
<b>Reporting inspector</b>	Ruth Westbrook

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bailey
<b>Headteacher</b>	Rosemary Giles
<b>Date of previous school inspection</b>	11 June 2001
<b>School address</b>	Marshwood Bridport DT6 5QA
<b>Telephone number</b>	01297 678224
<b>Fax number</b>	01297 678224

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small primary school takes pupils from the surrounding rural community. Pupils are arranged in two classes, but are taught as four groups in the morning. There are no pupils eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is close to the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with a number of outstanding features. The headteacher sets very clear direction for the school in establishing a caring, Christian community which leads to all its members feeling valued. This strong set of values underpins the school's outstanding care, guidance and support and helps pupils to feel secure. As a result, pupils' personal development and well-being are outstanding. Pupils are happy at school and develop as very well rounded individuals. They work together very effectively and make an excellent contribution to the school and local community and, through their own initiative, raise large sums of money for charity.

Achievement is good. Children enter the school with abilities which are typical for their age but by the time they leave standards are above average. This good progress is the result of good teaching and learning. A good start is made in the Foundation Stage where pupils make good progress in all areas as a result of the effective provision which is made. Lessons are well planned to meet the needs of pupils although, occasionally, the more able pupils are not always sufficiently challenged by the tasks which they are set. On these occasions these pupils could achieve more. Lessons encourage the development of very effective interpersonal qualities. Pupils work well on projects together and independently. They are willing to help each other and confidently share ideas. The development of these personal qualities combine with pupils' good progress in literacy, numeracy and information and communication technology (ICT) to prepare pupils very well for their future economic lives. Staff know pupils very well and keep careful track of their progress throughout the school. They intervene with additional support when necessary. Pupils with learning difficulties and disabilities receive very effective support from teachers and assistants. This helps them to make good progress.

The curriculum has improved since the last inspection. It is generally well planned to take account of mixed-age groups in classes. It is a good curriculum and contributes to pupils' considerable enjoyment of school. This was very evident during the inspection in the way that pupils participated in a creative project 'Napoli Man'. This resulted in creative writing of a very high standard and a community sculpture which was the product of findings on the local beaches after the Napoli shipwreck.

Leadership and management of the school are good. The headteacher and governors view the size of the school as a challenge rather than a limitation and have been innovative in developing the accommodation and deployment of staff. This has led to good improvements in the school's provision since the last inspection. As a result, standards have risen at a faster rate than those nationally. This focus on improvement and the leadership's good awareness of the school's strengths and areas for development indicate that the school has a good capacity for further improvement.

The school has developed excellent partnerships to support and enhance its work. Links with other schools have, for example, contributed to the wide range of opportunities within the curriculum in such a small school. The response from parents during the inspection was overwhelmingly positive. This view from one parent is typical. 'I really can't speak too highly of the school. The teaching is fantastic, the care exemplary – my children are making great progress in all aspects of school life'.

## What the school should do to improve further

- Ensure that the more able pupils are consistently challenged by their tasks.

## Achievement and standards

### Grade: 2

Standards are above average and pupils' achievement is good. Results vary from year to year because of the very small number of pupils in each year group. Children's attainment on entry to the school is typical of that found nationally although speaking and language skills are often weaker than those normally found. Children in Reception benefit from their separate daily morning teaching session and the emphasis on communication skills which help them to reach the standards expected of children of their age by the time they move into Year 1 in all areas of learning. By the end of Year 2, standards in reading, writing and mathematics are average. In 2006, standards in English were well above average. They were above average in mathematics and science. The overall trend since the last inspection in 2001 is one of rising standards at a rate that exceeds the national trend.

All pupils, including those with learning difficulties and disabilities, achieve well from their various starting points, making good progress through the school. There was some underachievement by the more able pupils in Year 6 in mathematics in 2006. The school has put plans in place to address this. However, there are a few occasions in lessons when their work does not quite fully challenge them and they therefore achieve less than they might.

## Personal development and well-being

### Grade: 1

Pupils' personal development is outstanding because they respond very well to the excellent opportunities provided to promote spiritual, moral, social and cultural development. The relationships between members of the school community are excellent. There is a high level of harmony and older and younger pupils benefit from each other's company. Pupils respond confidently to encouragement to have a go and try things out. There is a strong sense of appreciation of others' achievements. The pupils enjoy school immensely and as a result their attendance is good. Pupils' awareness of healthy lifestyles is very strong. They understand about healthy eating and drinking and they demonstrate this in their lunchtime choices, encouraged by the weekly prize for healthy lunchboxes. They take part energetically and enthusiastically in a wide range of activities throughout the day – at break, in 'wake and shake', in physical education and team games. Pupils' awareness of safe practice is good as demonstrated when they put equipment out for lessons. Behaviour is good in class and around school. Pupils are confident about approaching other pupils and adults when they have a difficulty.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils respond to teachers' high expectations of standards of work and behaviour. Teachers set clear learning objectives so that pupils are aware of what they are learning and why it is important. A brisk pace is maintained in lessons with timed challenges. There is a good balance of teacher introduction and pupil activity. Discussion with peers helps pupils to develop ideas. Teachers assess pupils' progress well and use their findings to plan lessons which suit pupils'

needs. However, there are a few occasions when some pupils of higher ability are not fully challenged by their tasks and this slightly hinders their progress. On other occasions, questioning of pupils does not always reflect the mixed ages and abilities of classes which means that not all pupils are consistently engaged in the lesson. Work is well marked by teachers and pupils are effectively involved in reviewing their work. Pupils are encouraged to check against the learning objectives for the lesson and they find this, and the use of editing partners in literacy, helpful. Sometimes the marking and review of their work does not give pupils feedback on their progress towards their personal literacy and numeracy targets and a few pupils lose sight of them. The school has a clear view of the training needs of all staff and an effective programme is put in place to support this. The impact of this can be seen in the confident way all staff use ICT to enhance their teaching and the good level of support which they are able to extend to pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good because it provides a rich and well balanced experience within mixed-age classes without repeating themes. The arrangement of two classes as four groups for literacy and numeracy contributes well to pupils' good progress in these skills. This arrangement is also particularly beneficial for children in the Foundation Stage. Here, there is an appropriate emphasis on developing children's speaking and language skills. The blocked timetable for particular subjects increases pupils' enjoyment by enabling them to get involved in studying a topic in depth. However, the mixed-age nature of the group occasionally leads to lack of challenge for older pupils. ICT skills are developed throughout the school and pupils are encouraged to use them in a wide range of situations to give presentations or capture pictures of their work. Pupils' experience is broadened through a full programme of enrichment visits, and a variety of visitors to school enhance links with the local community. The cultural development of pupils is well supported through a number of activities including a link with Uganda and another with a London school.

## **Care, guidance and support**

### **Grade: 1**

The outstanding quality of care, guidance and support is a significant contributor to pupils' very good personal qualities. Academic guidance is good. The pupils know their literacy and numeracy targets and the termly review helps the vast majority of pupils to recognise their achievements and know how to improve. The care and support for pupils with learning difficulties and disabilities are very effective and contribute well to the good progress which they make in the school. There are effective links with a range of outside agencies to support this.

Pre-school children spend a morning a week in school during the summer term. This ensures a confident start in the autumn even without other pre-school provision in the local area. After a few visits children are playing very happily in the playground with older children and taking part in lessons.

Lunchtime supervisors lead popular and successful 'huff and puff' activities. In fine weather, the pupils take part in a lunchtime picnic outside and enjoy their beautiful surroundings. The supervisors run a weekly competition for the healthiest lunch-box, and this has improved the healthiness of packed lunches considerably. This all contributes very effectively to a relaxed and enjoyable lunchtime.

The school has appropriate systems in place to ensure the health and safety of pupils. Risk assessments are thorough and child protection procedures are securely in place.

## **Leadership and management**

### **Grade: 2**

The headteacher has a very clear vision for the school, and motivates both staff and pupils very effectively towards it. This vision has been partly realised in the implementation of plans which have led to considerable improvement in the school's provision which, in turn, has contributed to raised standards. One such plan, realised since the last inspection, is the adaptation of the inside of the adjoining church. This has resulted in the school gaining additional teaching space which can be transformed into a gym or theatre and the local community gaining a useful resource. Governors have given good support in this. There is a strong sense of teamwork in the school with all staff feeling involved and individual strengths contributing to development.

Evaluation of the school's work is effective. The size of the school and teaching commitment of the headteacher has meant that much of the checking on teaching and learning has been conducted informally. Current plans to increase the level of administrative support will release leadership time for more formal checking to be carried out. Nevertheless, the headteacher and governors have a good understanding of the school's strengths and areas for development. Evaluation is supported by the thorough use of information about the progress of pupils through the school. There is effective intervention when an area for development is identified. This year, for example, in Key Stage 2 there has been a focus on improving skills in mental mathematics and this has resulted in much improved test scores.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

24 May 2007

Dear Pupils

Inspection of Marshwood C of E Primary School, Bridport, DT6 5QA

I visited your school recently. Thank you for being so welcoming and willing to share your views of the school. I enjoyed my visit and learning about your school very much.

You might like to know what I think about your school and how I think it can be made even better.

- It is a good school and aspects of it are outstanding.
- You make good progress and reach standards which are above average.
- Your headteacher and all other staff look after you extremely well. As a result, you feel happy and secure in school.
- You enjoy being in school very much. You enjoy the fact that everyone gets to know each other well and you are friendly and caring towards each other. This helps you in your excellent personal development.
- There are many varied activities for you to enjoy which you find fun and interesting. You take advantage of all opportunities to be active and lead healthy lifestyles.
- Older pupils make an excellent contribution to the life of the school community as members of the school council and take their responsibilities seriously.
- You find the marking and review of your work help you to know your next steps. This review of your work does not regularly tell you of your progress towards your own literacy and numeracy targets and some of you forget what they are.

To improve further, I have asked the school to do one thing.

- You all showed that you enjoy a challenge but a few of you said you could sometimes do harder work. I am asking teachers to make sure that work is always hard enough for everyone.

I hope that you will do your best to help teachers to put this improvement in place and make the school even better than it is.

Ruth Westbrook Lead inspector