

Marshfield Primary School

Inspection report

Unique Reference Number	107215
Local Authority	Bradford
Inspection number	336832
Inspection dates	9–10 June 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	491
Appropriate authority	The governing body
Chair	Mrs Lynne Foreman
Headteacher	Mrs Colleen Jackson
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons or parts of lessons and 16 teachers were seen. The inspectors conducted learning walks and spent time in the Early Years Foundation Stage classes. Lessons were observed, a scrutiny of pupils' work was carried out and meetings were held with governors, staff and groups of pupils. Inspectors also observed the school's work and looked at school documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of the governing body's meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff and 229 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which changes to the senior leadership team have brought about improvements in teaching and learning and the impact of these upon attainment
- the support given to pupils who are at an early stage of learning English as an additional language, particularly in the Early Years Foundation Stage
- the success of the school in meeting the needs of boys in order to close the gap between boys in this school and boys nationally.

Information about the school

Marshfield is a large primary school. Almost all pupils are of Pakistani heritage and very few are from White British backgrounds. The remainder represent a range of other ethnicities. The vast majority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils known to be eligible for free school meals. There have been several changes in staffing, including the appointment of a new headteacher, since the previous inspection. The school has gained the national Healthy Schools Standard and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Marshfield is a happy, harmonious school that provides a good and rapidly improving standard of education for its pupils. Some aspects of the school's work are outstanding. Care for its pupils is of the highest quality and the work provided is often imaginative and thought provoking. 'We do such fun things I wouldn't want to be anywhere else,' was a typical comment from a pupil, illustrating how much pupils enjoy school. Pupils are well motivated to learn and attendance is improving strongly.

Children get off to a good start in the Early Years Foundation Stage. Many children start school with skills and knowledge well below the levels expected for their age and the large majority are at an early stage of learning English as an additional language. By the end of the Reception year, children have made good progress overall, although their skills in mathematics are not as well developed as those in other areas of learning. All groups of pupils, including those with special educational needs and/or disabilities and those of White British heritage, continue to make good progress. Standards are currently average and rising. The school has had much success in raising attainment, particularly that of boys.

Teaching has many strengths and the use of assessment by teachers and support staff to help pupils learn more effectively is excellent. A strong curriculum broadens pupils' understanding of the world in which they live. Effective use is made of innovative initiatives which help pupils prepare for the next steps in their education.

Partnerships with external agencies and the local community are exceptional. Parents and carers are very supportive and the school values their views and opinions. The headteacher, senior staff and governors have an accurate view of the school. They recognise its strengths as well as areas for development. A clear vision, shared by all, has led to a relentless drive to raise attainment, with the result that there have been many improvements since the previous inspection. The capacity to improve further is good.

What does the school need to do to improve further?

- Improve children's mathematical knowledge and skills in the Early Years Foundation Stage by providing them with a wider range of learning activities, both indoors and outdoors, which excite them and challenge their understanding of number.

Outcomes for individuals and groups of pupils

2

Pupils develop good attitudes towards learning. They achieve well, enjoy lessons and

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collaborate harmoniously when working in groups or in pairs. In class, pupils listen carefully and are keen to answer questions. Most express their views clearly and are able to give good explanations, providing relevant answers. This was seen in a mathematics lesson where pupils used mathematical language confidently to explain rotational symmetry.

The school's detailed tracking data show pupils are making good progress throughout the school. Attainment is now average at the end of Year 6. Evidence from the school's thorough and accurate assessments, as well as the work seen in pupils' books, shows that these improvements are consistent. Pupils with special educational needs and/or disabilities, the few White British pupils and other identified groups make the same levels of progress as their peers.

Pupils have strong spiritual, moral, social and cultural awareness. They mix easily with others and have a strong sense of right and wrong and what is fair. They are respectful and have experience of a range of cultures and beliefs. The school council, eco-warriors and playground buddies make a positive contribution to the life of the school. Pupils are active in raising funds for various local and national charities. The pupils' improving basic skills, confident use of information and communication technology, financial awareness through enterprise activities, such as some based on The Apprentice, and overall good manners, contribute effectively to pupils' future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Teaching seen during the inspection was good and sometimes lessons were outstanding. Lessons include well-planned activities that challenge all pupils because they are closely matched to pupils' needs. Relationships are excellent and all pupils want to do well for their teachers. Teaching assistants are well deployed and make significant contributions to pupils' good progress. Pupils' books are marked regularly and teachers' comments give pupils clear guidance on how to improve their work. Consistently accurate assessments of how well pupils are doing feed into a rigorous tracking system and are used to set challenging individual targets.

The curriculum has been reorganised and there is an imaginative balance of subjects, which are mapped out to include visits or visitors related to themes. Pupils' skills are developing well across a broad range of experiences. Pupils are enthused by the opportunities they are given. For example, the introduction of outdoor education has been very successful in giving pupils real-life, team-building experiences, such as putting up tents, in a safe, controlled environment. 'Philosophy for Children' and enterprise skills have recently been included, but are yet to be fully embedded across the school. The leadership and negotiating skills demonstrated by Year 6 during the enterprise challenge based on *The Apprentice* were very impressive.

Marshfield is an extremely caring school that places great importance on developing pupils' esteem and confidence. Adults know pupils well and respond positively to their needs. The individual needs of pupils are quickly assessed and help given where needed. Pupils at risk of underachievement and those with special educational needs and/or disabilities are extremely well supported by experienced well-trained staff and through very strong links with external agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly motivated headteacher and management team work very effectively alongside enthusiastic staff and governors. All share the same relentless drive and high ambition for the school and are committed to providing the best education possible for all pupils. The impact of this can be seen in the rate at which standards are rising

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standards and it is this determination of leaders, alongside good-quality provision, that indicates these improvements are sustainable. Leaders' vision has equality of opportunity at its heart and is one of the key reasons for the school's good outcomes. Successful efforts have been made to overcome differences in performance. Weaknesses in teaching have been eliminated, an exemplary tracking system is in place and attainment across the whole school has risen dramatically. Governors support the school fully and play an increasingly effective role in monitoring and challenging its performance. They are aware of their statutory duties and ensure that all safeguarding and health and safety requirements are well met. Partnerships with the local mosque, local businesses, external agencies and other establishments beyond the school are outstanding. Community cohesion is strong. Pupils from the school take part in local events. In addition to being at the heart of the local community, the school has links with a rural school and extends pupils' knowledge of other faiths and cultures through the curriculum as well as first-hand experience.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Warm relationships within the setting ensure that children settle quickly. Adults encourage children to become independent, make choices and develop social skills that ensure good behaviour. Children start at the Nursery with levels of skills and knowledge that are well below age-related expectations in most areas of their learning. Good teaching in both English and in the children's home

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languages, combined with a strong curriculum, ensure good progress. Nevertheless, by the end of the Reception Year, many children's skills levels are still below national expectations, particularly in their mathematical development.

Thorough assessment ensures that individual children's progress is tracked regularly and that well-targeted support is given. Children's achievements are recorded in attractive 'learning journeys'. The exciting environment enables children to have fun while learning to collaborate with others, for example by taking turns when using the remotely controlled cars or musical instruments. Skilled teaching by all staff, many of whom are multilingual, ensures that children develop basic skills well. Learning flows between indoor and outdoor areas, as children follow their chosen activities. Occasionally, overly enthusiastic use of the bikes and scooters dominates a large part of the outdoor space, but this is well managed by staff and the welfare of children remains a high priority. Good leadership is focused on improvement. The Early Years Foundation Stage unit is fully incorporated into the life of the school. The newly created Early Years Foundation Stage and Year 1 phase ensures excellent transition from the Reception Year to Year 1. Good links are developed with parents and carers, who speak appreciatively of the 'wonderful learning' that takes place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaires was high and indicated that the school enjoys the confidence and support of the very large majority of them. Most responses were overwhelmingly positive. In particular, an overwhelming majority agreed that school kept their children safe. A very small minority didn't agree that they were helped to support their children's learning. However, inspectors felt that the school was approachable and supportive of parents and carers. The very few concerns raised were found to have been dealt with effectively by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marshfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 229 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	134	59	88	38	4	2	1	0
The school keeps my child safe	120	52	106	46	1	0	1	0
The school informs me about my child's progress	107	47	109	48	10	4	2	1
My child is making enough progress at this school	100	44	109	48	12	5	1	0
The teaching is good at this school	100	44	115	50	10	4	1	0
The school helps me to support my child's learning	81	35	126	55	18	8	1	0
The school helps my child to have a healthy lifestyle	91	40	124	54	8	3	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	87	38	114	50	8	3	1	0
The school meets my child's particular needs	86	38	125	55	12	5	1	0
The school deals effectively with unacceptable behaviour	97	42	115	50	12	5	1	0
The school takes account of my suggestions and concerns	77	34	134	59	9	4	2	1
The school is led and managed effectively	103	45	113	49	6	3	1	0
Overall, I am happy with my child's experience at this school	111	48	101	44	11	5	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Marshfield Primary School, Bradford, BD5 9DS

Thank you very much for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed our time with you thoroughly; a special thank you to those of you who gave up their time to talk with us. You told us that Marshfield is a good school and we agree.

Here are some of the things that we found out.

- You are polite, friendly and helpful to visitors.
- Your behaviour is good in the classroom and around school.
- You get off to a good start in the Nursery class and you make good progress during your time in school. Standards have improved and are now average because of your hard work and that of your teachers.
- Adults look after you very well and make sure you are safe.
- Your teachers are doing a good job and make lessons fun.
- The headteacher and governors are very good at running the school and understand how they can make it even better.
- You have a good understanding of healthy lifestyles, how to stay safe and make an important contribution to your school and local area.
- Your parents and carers are also very pleased with the education you receive.

To make your school even better, we have asked the staff and governors to:

- plan more challenging activities for children in the Early Years Foundation Stage to help them improve their mathematical skills.

We know you will continue to work hard. Very best wishes for the future.

Yours sincerely

Mrs Christine Millett

Lead inspector (on behalf of the inspection team)

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