

# 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>	338244
<b>Inspection dates</b>	28–29 June 2010
<b>Reporting inspector</b>	Michael Barron

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 of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Wellman
<b>Headteacher</b>	Helen Whitehead
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Marshwood Bridport DT6 5QA
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<b>Email address</b>	office@marshwood.dorset.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed three teachers. They also held meetings with the headteacher, members of the governing body, staff, parents and carers and also groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 19 Ofsted questionnaires returned.

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

- the impact of measures to raise attainment in mathematics in Year 3 to Year 6, and writing throughout the school
- how effectively the school is managing teaching in order to share best practice and improve pupils' progress
- how well teachers use information from the school's assessment and tracking systems when planning further work for pupils
- pupils' knowledge and understanding of cultures and communities other than their own.

## Information about the school

This is a small rural primary school. Pupils are taught in three mixed-age group classes. Almost all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above the national average. The needs of this group of pupils include emotional, social and behavioural needs although the majority have learning difficulties. There is Early Years Foundation Stage provision in the school's mixed Year 2, Year 1 and Reception Year class. The school holds several awards including Healthy Schools status and the Sports Active Mark award. The previous headteacher retired at the end of the summer term 2009 and an acting headteacher led and managed the school during the following autumn term. The present headteacher took up her position in January 2010.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school which adequately prepares pupils for the next stage of their education. It is improving rapidly after a period of turbulence and changes to leadership and management since its last inspection. At the heart of this recovery is the dynamic leadership of the headteacher who has provided the driving force for school improvement since her appointment. She has worked well with staff and governors to ensure that the school has evaluated its performance effectively and implemented strategies aimed at improving its practice. This has already led to improvements in pupils' achievement, especially in mathematics. There is still much to do but the green shoots of recovery are firmly in place. The school now has a clear overview of its strengths and areas for development and this is an indication of the school's satisfactory capacity to improve in the future.

The headteacher and her staff have created a caring environment which places the promotion of equal opportunity for all pupils at the heart of its work. Pupils say they enjoy school and this is reflected in their good attitudes to learning and outstanding behaviour. One pupil commented that, 'It's like being a member of one big happy family' while older pupils said they were not looking forward to leaving. Parents and carers value the effective way the school safeguards pupils and provides pupils with a consistently good level of care. Pupils themselves have an excellent awareness of safety. One commented that the school was 'good at treating children as individuals', while another praised the 'supportive' way the school catered for children's individual needs. Inspectors agree with these views in parents' and carers' questionnaire returns.

Children enter the school at the age of four with the levels of skills and understanding expected for their age, except in their creative and language development. They make good progress in their Reception Year because teaching is consistently good and caters for their needs effectively. However, pupils' progress varies throughout the rest of the school and this reflects differences in the quality of teaching and learning. Progress is good in Years 1 and 2 but slows in Years 3 and 4, because teaching sometimes lacks pace and work is not always matched to pupils' different abilities. Although pupils make good progress in Years 5 and 6 they are, by then, playing 'catch up' and this is an important reason for pupils' achievement being judged satisfactory, rather than good. Attainment by the end of Year 6 is broadly average.

The school has worked successfully to improve attainment in mathematics, which is above average. While attainment in English is average, attainment in writing is below average in all year groups and pupils experience difficulty using basic writing skills when trying to complete longer pieces of writing successfully.

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A regular range of visits to places of interest and visitors to the school are helping pupils to increase their knowledge of the world around them. However, pupils' knowledge and awareness of the multicultural nature of the United Kingdom, especially the wide range of cultures and beliefs of people living in this country, are less well developed.

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

- Raise attainment in writing to a similar level to reading, by improving pupils' use of basic writing skills when completing longer pieces of work. (Timescale: end of summer term 2011)
- Make sure pupils make consistently good progress in all classes by ensuring that the quality of teaching is good throughout the school and that teachers always provide pupils with work which is well matched to their different abilities. (Timescale: end of spring term 2011)
- Improve the promotion of community cohesion and increase pupils' cultural awareness and understanding, especially that of the multicultural nature of modern society in the United Kingdom, by providing pupils with regular opportunities to increase their knowledge and experience of the wider world in which they live. (Timescale: end of autumn term 2010)

## Outcomes for individuals and groups of pupils

**3**

Pupils respond well to the caring approach taken by the school. Their spiritual, moral and social development is strong and this is reflected in pupils' outstanding behaviour. They are confident that any rare instances of anti-social actions by other pupils will be dealt with quickly and fairly by adults. Their favourite subjects include information and communication technology, art and literacy. However, improving pupils' attainment in writing remains an area in need of development, especially their ability to complete longer pieces of writing successfully.

Pupils enjoy school and this is reflected in their good attendance. Older pupils willingly take responsibility for looking after the younger ones. Pupils work hard in lessons, especially when teachers make learning interesting and provide them with tasks that offer the correct amount of challenge. They work well independently and teachers and teaching assistants therefore have the time to offer support to those pupils experiencing difficulties in learning. This is a key factor in ensuring that all pupils, including those with special educational needs and/or disabilities, make good progress in most year groups. However, this is not the case in all classes and there are times when pupils say that the work they are given to complete is either too hard or too easy and this has a limiting effect on pupils' progress.

Pupils understand the need to take regular exercise and eat healthy foods and have developed an excellent understanding of the importance of keeping safe. They enjoy talking about what they like most about school and confidently describe how they enjoy taking part in sporting activities such as sports day and also local community events. They are far less confident talking about the multicultural nature of modern British

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society and this reflects a gap in their knowledge and understanding.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The curriculum links different subjects together well and provides a range of experiences for pupils, who say they look forward to school visits to places of interest such as trips to a London theatre. They appreciate the range of enrichment activities provided for them, including sporting and musical activities.

Teachers and teaching assistants work well together to make a positive contribution to pupils' learning. Classrooms are colourful and well resourced and teachers make good use of interactive whiteboards to enhance learning. Pupils have opportunities to develop their numeracy and literacy skills in other subject areas and this is having a beneficial effect on their progress. Most lessons observed during the inspection met the needs of different groups of pupils effectively, and pupils understood what they were doing and why they were doing it. However, this was not always the case, especially in Year 3 and Year 4, and this restricted pupils' progress in these year groups.

The level of care, guidance and support for pupils is good and this is the basis for their

<sup>1</sup> 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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good personal development. Parents and carers value the way the school looks after their children and comment positively about the 'wonderful way in which pupils and staff support each other'. Pupils say they are confident they will always be very well looked after. Effective induction and transfer arrangements help pupils settle into new routines and vulnerable pupils receive good levels of care. Provision for personal, social and health education is good. However, pupils are not provided with regular opportunities to develop their understanding of the diversity of modern society in the United Kingdom.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The appointment of the present headteacher in January 2010 has had a positive impact on the effectiveness of the school. The headteacher and recently formed senior leadership team display a common commitment to school improvement and this is reflected in the quality of school development planning. Governors are once again playing an active and important role in the life of the school and provide an appropriate level of support and challenge when required to do so. The school has put a lot of effort into building up good links with parents and carers who appreciate the effective way in which the school tackles discrimination and makes sure their children are given equal opportunities to succeed.

Links with external agencies and partnerships with other bodies are used effectively to support pupils' learning and well-being, especially the well-being of vulnerable pupils. Safeguarding procedures are good and the school has adopted recommended good practice across all areas of its work. Staff and governors receive regular safeguarding and child protection training and are well aware of the importance of their roles in keeping pupils safe and free from harm.

The school's work in promoting community cohesion is satisfactory. Links with the nearby church and the local community are used effectively to develop pupils' understanding of the local world in which they live and also of shared beliefs. However, pupils' appreciation of the diversity of cultures and beliefs in the wider national community remains in need of development.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in all areas of learning during their Reception Year because the Early Years Foundation Stage teacher and teaching assistants work hard to cater for the needs of all children, regardless of their abilities.

Leadership and management of the Early Years Foundation Stage are good and ensure the needs of all children are fully met. Effective records of progress are kept and are used well when planning further work. Welfare is given a high priority and, as a result, children are happy, feel safe and interact well with classmates and adults. The teacher and teaching assistants work well together to ensure that learning is interesting and exciting for children. Behaviour is excellent and children display good attitudes to learning. Lessons provide well-structured opportunities for children to build up their understanding of the world in which they live while at the same time prioritising the improvement of skills in all areas of learning, especially language development. However, although a secure outdoor area is used to help children build up the skills associated with outdoor learning and play, it is not up to the standard of the Early Years Foundation Stage classroom. The school is aware of the need to develop the outdoor learning area so that it complements the good indoor provision.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 vast majority of parents and carers who returned the questionnaire or who were spoken to by inspectors held positive views about the school. All the parents and carers who responded agreed with all the statements on the questionnaire. Nearly all were happy with their children's experiences. Almost all believed the school was led and managed effectively and that the standard of teaching was good. The great majority believed their children enjoyed school and several commented favourably about how safe they felt their children were. No parents and carers expressed concerns about any of the statements in the parents' and carers' questionnaire returns.

Inspectors considered these comments and judged that the school was led and managed satisfactorily, that the standard of teaching was satisfactory and that the school provided sufficient information for parents and carers and acted on their views where appropriate.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marshwood Church of England Aided 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	53	9	47	0	0	0	0
The school keeps my child safe	13	68	6	32	0	0	0	0
The school informs me about my child's progress	9	47	10	53	0	0	0	0
My child is making enough progress at this school	10	53	9	47	0	0	0	0
The teaching is good at this school	12	63	7	37	0	0	0	0
The school helps me to support my child's learning	9	47	10	53	0	0	0	0
The school helps my child to have a healthy lifestyle	12	63	6	32	0	0	0	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)	9	47	9	47	0	0	0	0
The school meets my child's particular needs	9	47	10	53	0	0	0	0
The school deals effectively with unacceptable behaviour	7	37	11	58	0	0	0	0
The school takes account of my suggestions and concerns	10	53	9	47	0	0	0	0
The school is led and managed effectively	13	68	5	26	0	0	0	0
Overall, I am happy with my child's experience at this school	15	79	4	21	0	0	0	0

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 June 2010

Dear Pupils

Inspection of Marshwood Church of England Aided Primary School, Bridport DT6 5QA

Thank you for welcoming me and the other two inspectors to your school. Everyone was really friendly and helpful and we soon realised why you all enjoy school. We found it very interesting talking to you about what you like the most about school and seeing you all working hard in lessons. We also enjoyed watching you all enjoying taking part in your school's sports day.

Here are some of the main things we found out about your school.

- Your school is a satisfactory school which gives you a sound quality of education.
- Children get off to a good start and make good progress in their Reception Year.
- You enjoy school and your behaviour is outstanding.
- Your school takes good care of you and makes sure you are always very safe and secure.
- Your headteacher, teachers and governors lead and manage the school satisfactorily.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help you to improve your writing, especially your ability to complete longer pieces of work successfully
- make sure that teaching is good in all classes and that you are always given work that is not too difficult or too easy
- help you to find out more about the customs and traditions of people living in this country who are from cultural backgrounds that are different to yours.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to improve by working hard.

Yours sincerely

Michael Barron

Lead inspector

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