



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Marshfield Primary School
Marshfield Road
Castleton
Newport
CF3 2UW**

Date of inspection: March 2011

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Marshfield Primary School is situated in a semi-rural area on the border between Newport and Cardiff in Newport local authority. The school serves an economically prosperous catchment area of private housing and a very few local authority houses. It admits children to the reception class in the September following their fourth birthday. A private playgroup operates on the school site.

Just over 3% of the pupils are entitled to free school meals. This is well below the local authority and national averages.

There are 378 pupils on roll and the pupils are organised in 14 classes. The school has 15 teachers as well as the headteacher. There are also 15 full-time teaching assistants and three part-time teaching assistants.

Four percent of pupils are identified as having additional learning needs and one pupil has a statement of special educational need. These percentages are well below the local authority and national averages. Almost all pupils come from homes where English is the predominant language. A very small percentage of pupils come from minority ethnic backgrounds. There have been no exclusions in recent years.

The 2010-2011 individual school budget per pupil for Marshfield Primary School is £2,703, which compares with a maximum of £6,996 and a minimum of £2,612 for primary schools in Newport. The school has the 47th highest budget per pupil out of the 48 primary schools in Newport.

The headteacher has been in post since 1987. The deputy headteacher was appointed in May 2010.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Marshfield Primary School is a good school because:

- most pupils achieve good standards;
- pupils behave very well and have a positive and enthusiastic attitude to learning;
- the school provides a safe, stimulating and vibrant learning environment for pupils; and
- the overall quality of teaching is good and pupils benefit from an interesting and varied curriculum that is implemented well.

Prospects for improvement

The school has good prospects for improvement because:

- the very experienced headteacher provides clear leadership, direction and sense of purpose to the school; and
- all staff work together well as a team in order to ensure that the school is a happy and effective learning community.

Recommendations

The school needs to:

- R1 further raise standards and improve the number of pupils who achieve at the higher levels at the end of the key stages;
- R2 refine the school improvement plan so that it has a clearer focus on standards;
and
- R3 further develop the role of the governing body in the self-evaluation process.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children enter school with a level of basic skills normally expected for children of their age. The majority make good progress in their learning by the end of key stage 1.

The proportion of pupils who reach the expected level (level 2) at the end of key stage 1 is now just above that of the family of schools, following two years of performing just below the family average. However, the proportion of pupils who reach level 3 or higher is below the average for the local authority and the family of schools in the three core subjects.

In 2010, in comparison with similar schools, the results of key stage 1 pupils are in the top 50% of school results for English, mathematics and the core subject indicator (the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum) and in the top 25% of school results for science.

The proportion of pupils who reach the expected level (level 4) at the end of key stage 2 is also just above that of the family of schools, following two years of performing just below the family average. At level 5, pupils perform three percentage points above the family average in English and well above the local authority average. However, performance at level 5 in both mathematics and science is below the local authority and family averages.

In 2010, in comparison to similar schools, the results of key stage 2 pupils are in the lower 50% for English, science and the core subject indicator and the upper 50% for mathematics.

In both key stages, there is little difference in the performance of boys and girls achieving the level expected at the end of the key stage. However, in key stage 2 girls perform better than boys at the higher level 5 in the three core subjects.

Almost all pupils with additional learning needs and pupils who have free school meals make good progress and achieve well in relation to their starting points by the end of key stage 2.

Almost all pupils make good progress in their skill development during their time at the school. Nearly all pupils listen well and speak confidently in a wide range of situations. Many read competently for their age and discuss knowledgeably what they have read. They write well in tasks across the curriculum.

Almost all pupils' work demonstrates good application of and progression in numeracy and information and communication technology (ICT). Many pupils use these skills effectively in other lessons in the curriculum.

Throughout the school almost all pupils work together well in pairs and groups. Many pupils apply thinking skills and independent learning skills securely in a range of contexts.

The majority of pupils' attitudes to Wales and learning Welsh are positive. The Welsh language skills of the majority of pupils are developing well. The majority of pupils at both key stages write confidently and generally accurately for their age and ability. Many older pupils read confidently and hold simple conversations in Welsh using the vocabulary and sentence structures they have learned previously in school.

Wellbeing: Good

Nearly all pupils are well motivated and have very good attitudes to learning. They apply themselves well in lessons and are actively engaged in learning activities. Nearly all pupils behave in an exemplary manner, both in the classroom and at break-times. They show increasingly mature attitudes to learning as they progress through the school. This is a strength of the school.

All pupils feel safe in school and know how to seek help with any problems. There is an emphasis in the school on respect for others and pupils consistently show respect and courtesy towards staff, visitors and each other. All pupils have a very good understanding of the need to take exercise and eat healthily.

Pupils are eager to take responsibility and there are high levels of participation in extra-curricular learning activities. The school council and eco committee are very clear about their roles and take their responsibilities seriously. They represent other pupils very well. They are proud of their achievements and contribute very effectively to decision-making in the school.

Pupils appointed as Playground Peer Mediators show great respect and concern for others and this contributes to the school being a very friendly and orderly community.

Attendance is 94.7% and is in the lower 50% when compared with that of similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a good range of learning experiences to meet the needs of all pupils. Teachers' planning clearly sets out the development of pupils' communication, numeracy, ICT and thinking skills. The daily skills-based challenge gives pupils regular opportunity to practise and apply their skills.

Provision for the development of pupils' Welsh oracy, reading and writing skills is good. All adults use Welsh effectively in lessons and this enhances the progress that pupils make. Staff provide a good range of opportunities for pupils to learn about the local area and the art, music and culture of Wales.

The school succeeds well in promoting education for sustainable development and global citizenship. This is a strength of the school. The eco-committee works hard within the school to draw attention to energy saving and recycling. The school grounds are used to good effect to grow vegetables and for outdoor learning.

The school provides a worthwhile range of out-of-school activities that many pupils attend.

Teaching: Good

The teaching ensures that pupils are stimulated and motivated to develop into effective learners. Teachers and teaching assistants are knowledgeable and use an effective range of approaches to engage and challenge most pupils. On a few occasions, teachers miss opportunities to develop pupils' independent writing skills and to challenge the more able pupils.

All teachers work very closely with teaching assistants to plan, deliver and review learning. The very good relationship which exists between adults and pupils ensures a positive learning atmosphere that supports and encourages the pupils effectively.

Teachers assess and track pupils' progress regularly and closely across the school. Assessment for learning strategies are used effectively to progress pupils' learning. Teachers give pupils clear and helpful oral feedback at the end of lessons and pupils assess their own understanding. However, in a very few cases, written comments do not identify what pupils need to do to improve their work clearly enough.

The school takes an active part in cluster arrangements for the assessment and moderation of pupil work. This ensures the accuracy of the end of key stage assessments.

Reports to parents and carers are clear and informative. A majority of parents and carers feel that they are very well informed about their children's achievements and progress.

Care, support and guidance: Good

The school is a well-ordered community and pupils have a good awareness of the high standard of behaviour expected of them. Learning experiences promote pupils' personal, spiritual, moral, social and cultural development effectively. Collective worship contributes well to pupils' development. There are appropriate arrangements for promoting a healthy lifestyle.

Provision for pupils with additional learning needs is good. Staff diagnose learning difficulties at an early stage and provide pupils with good support. Individual education plans set appropriate targets and these are used well to guide and inform learning and teaching. Staff review these plans twice a year, with parents and carers, to identify the children's progress and the next steps in their learning.

Teachers and support staff work closely as a team to provide effective learning support for pupils. The school has developed effective relationships with outside agencies to provide good-quality support for pupils.

The induction arrangements for pupils starting school and the arrangements for pupils' transition to secondary school are thorough, enabling pupils to settle quickly and progress well.

The school deals quickly and effectively with any cases of bullying. The school's Playground Peer Mediators support well the establishment of good pupil relationships at break times.

The school has an appropriate policy and procedures for safeguarding.

Learning environment: Good

The school has a very positive ethos which encourages all pupils to treat others fairly and with respect. This is a strength of the school.

All pupils have equal access to all areas of the school's provision and pupils state that they are treated equally. There is a clear emphasis on recognising, respecting and celebrating diversity.

Attractive and extensive displays in classrooms and school communal areas support pupils' learning and celebrate pupils' achievements very well. The very good range of resources support pupils' learning needs effectively.

The school makes effective use of its accommodation and grounds for learning. The classrooms and outside areas are attractive and well-maintained learning environments.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The experienced headteacher has a clear vision for the school, which she shares successfully with the staff, pupils and governors. Together with the recently appointed deputy headteacher and other members of the senior leadership team, the headteacher has identified clearly the school's strengths and areas that need developing. All members of staff are trained appropriately and work efficiently as a team to provide enriching experiences for pupils. All members of staff feel valued and they have clear responsibilities to ensure that the school is a happy and effective learning community.

The governing body fulfils its statutory obligations effectively. Governors support the school conscientiously and generally know about the performance of the pupils and the work of the school through attending meetings, learning walks, school activities and discussions with members of staff. They also know about relevant issues and initiatives that the school is developing. However, the role that governors currently play in the self-evaluation process is underdeveloped.

The school has benefited from the headteacher's involvement in several national initiatives, such as the Pedagogy initiative, developing the School Effectiveness Framework and as a member of the Basic Skills Steering Group. This has led to the staff developing many of these initiatives within the school. Many, such as those that develop staff's understanding of home learning, pupils' voice and the rights of the child, have had a positive impact on provision and wellbeing.

Improving quality: Good

The school self-evaluation report is effective in identifying the school's strengths and areas that need improvement.

The school has an informative self-evaluation system which is embedded in the general life of the school and involves all staff. The process involves comparing pupil outcomes with their targets, observing lessons, talking to learners and scrutinising pupils' books. The school has recently introduced an electronic programme to find out pupils' views on the school and their perception on how well they are achieving. This effectively informs teachers in their delivery of the curriculum in a more appropriate way for groups of pupils. The headteacher reports the outcomes of self-evaluation to the governing body every term and these outcomes also inform the school improvement plan.

The school improvement plan is a detailed document which includes clear objectives, success criteria and specific outcomes. Each objective is based on appropriate national or school initiatives. The outcomes of self-evaluation identify areas in need of improvement. All actions are budgeted appropriately within school spending plans. There is a structured programme for school development within the six-year inspection cycle. However, the outcomes identified focus generally on provision rather than on improving pupils' standards of achievement.

There are several successful networks of professional learning communities, which have a positive effect on improving provision. The Bassaleg Partnership of schools has successfully worked together in producing a skills-based transition project for vulnerable pupils.

Partnership working: Good

The school works very well in partnership with other providers. The links with Bassaleg High school and the cluster of primary schools are especially effective. Teachers learn from each other and share best practice.

The successful partnerships with the parents and friends association, local community groups and the breakfast, after school, and holiday clubs enrich and support pupils' learning and wellbeing.

Many parents and carers speak highly of the effective arrangements made for pupils new to the school. The school has very effective links with the local playgroup, based on the campus, which ensures that children new to the school settle in easily. Transition plans agreed by the Bassaleg cluster of schools are excellent in preparing pupils for the next stage of their education. The school has also recently established

effective links with Cwmbran Welsh school in order to develop further the provision for Welsh within key stage 2.

The school also has effective partnerships with UWIC, with students studying for their Post Graduate Certificate in Education regularly using the school during their placements.

Resource management: Good

The school has appropriately trained staff to deliver the curriculum at both the Foundation Phase and key stage 2. Members of support staff contribute significantly to raising standards across the school. The school reviews the job descriptions and responsibilities of staff annually, to ensure that they deploy all individuals appropriately and efficiently in order to meet the school's priorities and the specific needs of the pupils. Spending decisions are linked effectively to priorities for action in the school improvement plan. Teachers' planning, preparation and assessment time is appropriate and has a positive impact on standards, in particular in areas such as music and ICT.

The accommodation is spacious and maintained to a very high standard. There are sufficient very good quality resources, which the school manages well to deliver the curriculum effectively to all pupils. There are clear and effective systems in place, which ensure that any new purchases give good value for money. Members of the school eco committee, together with the business manager, review energy and water saving plans in order to ensure that energy costs are kept as low as possible. This is a strength of the school.

Appropriate performance management procedures are in place for all staff. This ensures that all members of staff receive appropriate training in line with both their individual training needs and the school's priorities for development.

In view of the standards obtained by most of the pupils and the efficient management of the budget, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaire

Almost a third of parents completed the questionnaire and twenty-seven parents attended the parents' meeting. Many parents are satisfied with the school and consider behaviour to be good. They believe that their child likes school and is taught well.

Most parents believe that their child is safe at school and is making good progress. A majority of parents feel that their child receives appropriate additional support and that they are well informed about their child's progress.

Many parents state that the school is well run and that they understand the school's procedure for making complaints. A minority do not feel comfortable about approaching the school with questions, suggestions or a problem.

Responses to learner questionnaire

All pupils feel safe in school and agree that teachers and other adults help them to learn and make progress. Most pupils know whom to talk to if they are worried or upset and believe that the school deals well with any bullying. Most pupils know whom to ask if they find their work hard and agree that they have enough resources to get their work done.

Most pupils believe that the school teaches them how to keep healthy and that there is plenty of opportunity to take exercise.

A minority of pupils believe that other children do not behave well at playtimes and lunchtimes and that sometimes pupils' behaviour prevents them from getting their work done as well as they could.

Most pupils believe that they are doing well at school.

Appendix 2

The inspection team

Lynda Newton AI	Reporting Inspector
Huw Watkins AI	Team Inspector
Julie Price	Lay Inspector
Sarah Loydon	Peer Inspector
Lorraine Goss	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11