

Inspection of Marshfield Primary

Thornton Lane, Little Horton, Bradford, West Yorkshire BD5 9DS

Inspection dates:	4 and 5 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Zara Kearns. This school is part of Carlton Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adrian Kneeshaw, and overseen by a board of trustees, chaired by Gareth Logan.

What is it like to attend this school?

Marshfield school is an inspirational place, where pupils love to learn. The broad, exciting curriculum engages and motivates them to work hard and try their best. This is reflected in the high quality of pupils' work across the curriculum. Pupils achieve highly. They thrive because of the many wider opportunities that they receive. Attending the school's theatre group helps pupils to grow in confidence. Clubs such as rock climbing and badminton encourage pupils to stay active. Residential visits to Whitby and Paris broaden pupils' horizons and world views beyond Bradford.

Pupils are encouraged into positions of leadership. They value the opportunities they get to contribute to their school. For example, 'Connect' advisors resolve their friends' worries and sports leaders help pupils to play harmoniously together. Through this work, pupils learn the importance of citizenship. By voting for school councillors and their choice of after school clubs, pupils see democracy in action. Marshfield's anti-discrimination pledge ensures pupils' understanding of protected characteristics is well understood.

Pupils are happy and rightly proud of their school. Exceptionally strong relationships exist between pupils and staff. Pupils feel cared for and protected. The school's core values of ambition, respect and resilience are realised through the positive and committed attitudes pupils have towards their learning.

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

Marshfield is a hub of ambition and creativity. The school has created an exciting, innovative curriculum that expands pupils' knowledge and language. Leaders ensure that all staff have the skills they need to teach effectively. Teachers' subject knowledge is strong. They present information to pupils clearly. Opportunities to revisit and reflect on previous learning helps all pupils, especially those with special educational needs and/or disabilities (SEND), remember what they have been taught.

Teachers make regular checks on pupils' learning and use this information to plan what to teach next. In the early years, staff use assessments well to identify children who may need extra help. Staff work with these children to support them as they play. By modelling high-quality language and letter sounds, staff quickly remove barriers to pupils' learning and accelerate their progression through the curriculum.

Reading is a high priority. A love of reading spreads through the school. The vibrant and well-stocked library is regularly used by pupils. Older pupils read widely and often. They enjoy the moments when their teacher reads to them. Carefully chosen texts promote pupils' understanding of important themes, such as equality issues. Pupils who are learning to read benefit from high-quality phonics teaching. Regular checks on the sounds pupils have been taught identify any pupils who fall behind. These pupils are quickly given the help they need to catch up. Children in the Nursery enjoy a curriculum that is rich in songs and rhymes. Staff role play and retell familiar tales to foster children's love of stories from the very start.

The school accurately identifies the needs of pupils with SEND. Carefully considered adjustments are made to the curriculum so that it is accessible for all. The school closely checks the support it provides for these pupils. Consequently, the help pupils with SEND receive is impactful and they achieve highly.

The school has taken effective action to improve pupils' attendance and reduce persistent absenteeism. Attendance information is scrutinised regularly and discussed with teachers as part of pupil progress conversations. Pupils' attendance is seen as everyone's responsibility. The school has consulted with pupils on the attendance rewards it offers. This motivates them to attend.

Through a rich personal, social and health education curriculum, pupils understand the importance of maintaining their physical and mental health. This starts in the early years with visits from the dentist. As pupils get older, yoga classes teach them how to relax and mindfulness strategies help them to be calm and mentally well. Pupils who may be anxious or in need of support benefit from targeted support from the school's learning mentor. Pupils' understanding of online safety is advanced. For example, pupils have a secure understanding of the reputational damage that could be caused by posting images on social media.

Older pupils have an age-appropriate understanding of healthy relationships. They describe key values of kindness, tolerance and respect as the strong foundations for successful friendships. The school's relationships and sex education and health education curriculum teach pupils about the different families that exist in modern Britain today. Pupils are tolerant and deeply respectful.

Leaders are tenacious in their oversight of the school's work to ensure that their high expectations are maintained. Regular visits by the trust ensures that the board of trustees have an accurate picture of the school's performance. Staff are consulted on any changes that are made. They are unanimously proud to work at the school. The school's ambitious vision of 'excellence for all' is fully realised.

Safeguarding

The arrangements for safeguarding are effective.

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	148268
Local authority	Bradford
Inspection number	10346758
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	Board of trustees
Chair of trust	Gareth Logan
CEO of the trust	Adrian Kneeshaw
Headteacher	Zara Kearns
Website	www.marshfield-primary.co.uk
Dates of previous inspection	1 and 2 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs a breakfast club.
- The proportion of pupils who speak English as an additional language is well above the national average.

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 met with the headteacher, deputy headteacher and members of the trust team, including the director of primary education.
- Inspectors held discussions with staff to consider their views.
- Meetings were held with trustees, including the chair of the trust and the CEO.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors also discussed the school’s work in some other curriculum areas and reviewed a selection of pupils’ work in English.
- To evaluate the effectiveness of safeguarding, the 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.
- An inspector spoke to parents at the start of the school day.
- Inspectors reviewed responses to Ofsted’s parent survey, Ofsted Parent View. They also considered responses to Ofsted’s staff survey.
- To evaluate pupils’ behaviour, inspectors visited lessons, analysed behaviour records, met with groups of pupils and observed their play at breaktime and lunchtime.

Inspection team

Chris Pearce, lead inspector

His Majesty’s Inspector

Rebecca Lumb

Ofsted Inspector

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