

Inspection of a school judged good for overall effectiveness before September 2024: Spinfield School

Terrington Hill, Marlow, Buckinghamshire SL7 2RE

Inspection dates:

20 and 21 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils get a great education at Spinfield Primary School. They benefit from the school's rich and ambitious curriculum, which inspires them to achieve highly. The school's inclusive ethos ensures everyone feels part of this close-knit community.

Pupils are proud to attend their school. Staff form very strong relationships with pupils and give them a distinct voice in school life. There is a sharp focus on discussion in lessons. This means pupils develop confidence in speaking and listening.

Pupils make strong progress through the curriculum, from the early years to the end of Year 6. The school's published outcomes in reading and mathematics are significantly higher than what is achieved nationally. This is because the school has the highest expectations for all pupils and supports them to achieve their very best.

Pupils are very well supported by the school to develop more widely. They feel happy and safe. The school encourages pupils to be responsible and caring citizens. For example, pupils support local and national charities. Many pupils take on positions of responsibility in school, such as being a monitor, playground leader or a global citizen. Overall, pupils' behaviour and attitudes to learning are excellent. They are very well prepared for life in modern Britain.

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

The well-designed school curriculum builds up pupils' knowledge and skills over time. Since the previous inspection, leaders have thought carefully about the key knowledge

they want pupils to learn and the order in which they should learn it. For example, in science, Reception children learn about different materials. This is built upon in Years 1 and 2, when pupils learn how to analyse materials and group them according to their different properties. The school has encouraged pupils to ask questions about what they are learning. For example, in geography and history, pupils respond to probing questions about why and how the world has changed.

Teachers have excellent subject knowledge. They explain and present information clearly. Teachers make sure that pupils have secure foundations before moving on to new learning. As a result, pupils become independent and resilient learners. Teachers check pupils' understanding carefully and correct any misconceptions quickly. They consider the impact of their teaching and address any gaps in pupils' learning. The quality of work in pupils' books is strong.

In the early years and throughout the school, staff identify any needs pupils have accurately and swiftly. Teaching staff have the knowledge and skills needed to help pupils with special educational needs and/or disabilities (SEND) to excel. The teaching in the early years is both supportive and challenging. Children build up their language and mathematical skills as well as their social and emotional development. They learn to take turns, develop friendships and work and play with other children.

The school places great emphasis on early reading. From the start of Reception, pupils learn to read using phonics. Pupils at the early stages of reading develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. They identify pupils who are not as confident and put in place a range of appropriate and very targeted support. This means pupils, including those with SEND, become confident and enthusiastic readers. Pupils read a diverse range of challenging texts as they move through the year groups. In addition, teachers introduce pupils to a rich vocabulary from the early years and throughout the school. This language-rich environment enables pupils to communicate confidently and thrive.

The school has designed a remarkably rich and age-appropriate programme for pupils' personal development. Teachers teach pupils to respect different faiths and cultures. Pupils value learning about the importance of tolerance and democracy. The school has achieved national recognition for its work on the environment and promoting an international culture. The school teaches pupils about how to stay safe, including when online, and how to look after their physical and mental health. Pupils visit a wide range of interesting places, such as local museums and outdoor activity centres. They talk enthusiastically about how such visits bring their learning to life.

Staff are very proud to work at this school. They appreciate the school's efforts to develop them professionally to help them carry out their duties and promote their well-being. Governors support leaders while holding them to account for the quality of education at the school. They take their duties seriously. The school engages particularly well with parents and carers. As a result, parents are exceptionally positive about the school and the caring ethos it promotes.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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	110336
Local authority	Buckinghamshire
Inspection number	10341284
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Keith Spence
Headteacher	Jayne Spreadbury
Website	www.spinfieldschool.co.uk
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior staff.
- The inspector met with members of the governing body.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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' interest first.

- The inspector spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime. She also reviewed and considered pupils' responses to the online pupil survey.
- The inspector met with groups of staff and considered the opinions expressed through the staff survey. The inspector took account of the views of parents shared through the online survey for parents, Ofsted Parent View.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

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