

# Marriott Primary School

## Inspection report

<b>Unique reference number</b>	120077
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	379945
<b>Inspection dates</b>	16–17 January 2012
<b>Lead inspector</b>	Krishan Sharma

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michel Laurent Regisse
<b>Headteacher</b>	Catherine Stretton
<b>Date of previous school inspection</b>	17 November 2009
<b>School address</b>	Marriott Road Leicester LE2 6NS
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## Introduction

Inspection team

Krishan Sharma

Additional inspector

Sheelagh Barnes

Additional inspector

Jill Smith

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 17 lessons or parts of lessons taught by 11 teachers. They also heard two groups of Year 1 and 2 pupils read. Meetings were held with the Chair of the Governing Body, senior and middle leaders and two groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including safeguarding records, school development plan, a summary of self-evaluation, pupils' written work and the tracking of their progress. Fifty questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

## Information about the school

Marriot Primary is a larger than the average primary school. Two thirds of pupils come from White British backgrounds. The remaining one third come from various minority ethnic groups, notably from eastern European, mixed White and Black Caribbean, Black Caribbean and African backgrounds. The percentage of pupils who speak English as an additional language is below average. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of disabled pupils and those who have special needs at school action is below average, but it is slightly above for those at school action plus or with a statement of special educational needs. The number of pupils entering and leaving the school other than at the usual time during the year is considerable. The school holds Healthy School Status, Eco Management Audits Systems status and the Foundation Level of the International Schools Award. At the time of the last inspection an Interim Executive Board was overseeing the work of the school and the permanent headteacher has just been appointed from her interim post. A full governing body has now been reinstated.

The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school, which has gone from strength to strength since its last inspection when it was removed from the special measures category of concern. Pupils benefit from its improved provision and make good progress. The school's focus on improving pupils' attitudes to learning and promoting their personal development and well-being are at the heart of its continuing success.
- As a result of the good progress made by most pupils in a very large majority of lessons during their time in this school, attainment at the end of Key Stage 2 is now broadly average and secure. This represents good achievement from pupils' low starting points. Attainment is rising throughout the school and this is laying solid foundations for better standards to come in the future.
- Teaching is mainly good because of teachers' high expectations, their good subject knowledge, particularly in literacy, and the searching questions they ask to stretch pupils' thinking. A small proportion of teaching is satisfactory, when challenge, and the teachers' evaluation of and comments on pupils' on-going work in lessons are not as good as in the best lessons.
- Pupils' behaviour is usually good in lessons and around the school. Attendance is improving, but as yet remains low. Pupils' spiritual, moral, social and cultural development is now a strong feature of the school's provision.
- Effective leadership provided by the headteacher, senior leaders and the governing body has been instrumental in bringing about improvements to teaching, achievement and pupils' personal qualities. Accurate self-evaluation, timely staff training and the comprehensive tracking of pupils' progress demonstrate the school's good capacity to improve.

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

- Raise the quality of teaching so that very few lessons are less than good and a higher proportion are outstanding by:
  - ensuring that pupils understand precisely how well they have done and what they need to do next to improve their work
  - setting fine-tuned challenging tasks that enable all groups of pupils to make the best possible progress.

- Improve attendance rates so that these are in line with the national average by:
  - strengthening links with individuals, groups or organisations within the local community who could advertise widely the need for pupils to attend school regularly
  - increasing opportunities for parents and carers whose children attend less regularly to get involved in the life of the school.

## **Main report**

### **Achievement of pupils**

Children enter Nursery with skills and knowledge that are well below those expected for their age, particularly in early literacy and numeracy. Given these starting points, pupils' progress compares very favourably with all pupils nationally. Most parents believe that their children are making good progress at school. This is an accurate view and matches with what inspectors found. During the Early Years Foundation Stage children get a good start. As a result, children are now leaving Reception with average standards in all areas of learning. From then on, most pupils continue to make good progress.

There is no difference in the progress of different ethnic groups. The proportion of potentially higher attaining pupils who are making the higher grades in their basic skills is rising. Disabled pupils and those who have special educational needs are progressing well and closing the gap on all pupils nationally, because their needs are precisely diagnosed and met through carefully planned interventions. Those who speak English as an additional language make faster progress and usually catch up with their peers, because the school has an excellent focus on developing vocabulary, particularly to express subject-specific ideas. Both these groups go on to compare favourably with similar groups nationally. Because of the variable quality of teaching, pupils make satisfactory, rather than good progress in a small minority of lessons. When this happens some of the potentially higher attaining and middle ability pupils make slower progress.

Pupils' reading skills are developing well. Their growing knowledge of phonics (letters and their sounds) and the wider application of reading across the curriculum equip all groups to be confident readers. Pupils write for various purposes, including for persuading others to their points of views. During the inspection, a group of pupils was engrossed in preparing an advertisement to persuade others to buy their product – a brand of chocolate. They were successfully planning and producing a short animation film incorporating images and sound to create an impact. The application of mathematical skills across the curriculum is not as strong as for literacy.

Attainment in reading has improved since the last inspection in 2009, when it was significantly below the national average at the end of Key Stage 1, to broadly average now at the end of both key stages. At the end of Key Stage 2, attainment is average overall. The latest national results and pupils' current performance indicate

that the standards of attainment in writing and mathematics of the large majority of groups of pupils are at least in line with national averages for all pupils. In general, attainment and progress in reading are better than in writing.

### **Quality of teaching**

In the best lessons, teachers have high expectations of all pupils which are clearly communicated. They know pupils' prior knowledge and plan to build on it. In one Year 6 lesson, the teacher challenged pupils to go beyond the narrative in the text they were following in their class and write a piece from a perspective other than that intended by the author. To add further challenge, the teacher asked pupils to act their ideas before writing. Pupils rose to this and demonstrated some creative responses. Searching questions are asked, which are well directed towards different groups of pupils. The pace is lively in these lessons and it enables teachers to maintain pupils' engagement at high levels. Parents rightly think highly of the quality of teaching their children receive at school. Pupils, too, feel they are taught well.

In all lessons, teachers are confident in teaching reading, writing and mathematics. They use their subject knowledge to build pupils' vocabulary relating to ideas being taught. Disabled pupils and those who have special educational needs are suitably guided and supported by teachers and the additional staff. Pupils from different ethnic groups are encouraged to work together. Opportunities are created, particularly in personal, social and health education sessions, to reflect on others and their own experiences. At various points in lessons, teachers encourage pupils to discuss what they are learning with their peers, though at times, this is overdone and it loses its impact. Mainly in the satisfactory lessons, teachers do not always communicate clearly about how well pupils are doing and what they need to do next to improve their work. Where teaching is good rather than outstanding, planning outlines well-chosen challenging tasks, but they are not fine tuned throughout the lesson to ensure all pupils maximise their progress.

### **Behaviour and safety of pupils**

Pupils, their parents and carers and staff are generally positive about behaviour in school and acknowledge that it has improved since the arrival of the current headteacher. There have been no recent exclusions. Prejudice-based bullying of any type is very rare and is dealt with well if it occurs. A small number of racist incidents have been reported, which the school has dealt with firmly and with conviction. A small minority of pupils and few parents expressed concern with behaviour through their response to inspection questionnaires. Inspectors noted that on rare occasions, a very small number of pupils display unpredictable challenging behaviour. Some pupils can feel anxious about it, but rarely does it affect their learning. Most parents feel that their children are safe at school. Those pupils who have challenging behaviours are being supported to improve, for example with anger management, and this is having a good impact.

During extensive discussions with inspectors pupils confirmed that behaviour is usually good in lessons and that disruption is not a common occurrence, a view that matches what the inspectors themselves found during their own observations. Pupils also confirmed that teachers always manage to help pupils stay calm and, if

unacceptable behaviour occurs away from the classrooms, teachers 'get to it right away'. In lessons, pupils listen to adults and each other. Different ethnic groups mix well in and out of classrooms. The school ensures that those pupils whose circumstances might make them vulnerable are given a secure environment for learning and new arrivals helped to settle. In general pupils' behaviour contributes well to the quality of pupils' learning and good achievement. Systems for promoting good behaviour and managing behaviour are very good, but behaviour is judged satisfactory because of these unpredictable if occasional incidents.

Attendance, although still remaining below average, is improving. The school continues to make determined efforts in promoting regular attendance and has reduced persistent absence and lateness. Good attendance and punctuality are routinely recognised and rewarded. Senior leaders and the governing body recognise that they need to seek further ways to improve attendance, including working with parents and carers of children whose lack of attendance is causing concern, and involving the wider community in its endeavours.

### **Leadership and management**

Leaders and managers at all levels, including the governing body are fully committed to realising their ambition to improve standards of pupils' attainment and their personal development. Much has already been achieved under the inspiring leadership of the headteacher. Attainment has risen from significantly below average at the end of Key Stages 1 and 2 to broadly average in both. The quality of teaching has improved from satisfactory to good and it contributes to pupils' good achievement in their basic and personal skills. Pupils' overall achievement at this school prepares them well for the next stage of their education. Behaviour has improved since the last inspection and, despite the occasional individual issues, it is becoming a strong positive feature in the life and learning of the school.

Teachers' continuing professional development has been central to securing improvement in the quality of teaching. As a result, teachers are reflective and strive to improve their practice when things do not work to their satisfaction. Self-evaluation is accurate and effectively informs priorities for further improvement for the whole school and performance management objectives for teachers. The effective governing body is well equipped to hold the school to account for its performance. These notable successes demonstrate the school's good capacity for improvement, which is now well established.

The school's curriculum has breadth and balance and it is well organised to meet the needs and interests of all groups of pupils, including disabled pupils and those who have special educational needs. The recent introduction of the International Primary Curriculum has brought fresh insights into further development, particularly in pupils' global awareness and cultural diversity. The combined themes offer regular opportunities for the practical application of basic skills across many subjects, which often increasing boys' engagement with their learning. The curriculum also provides a broad range of experiences that promote reflection and creative responses in pupils' work in art, literacy and music. The personal, social and health education programme promotes pupils' social skills in different contexts and an understanding that others may hold different views and opinions, which need to be respected.

Arrangements for safeguarding meet statutory requirements because the school's policies and procedures are clear and ensure pupils' safety. Equal opportunities are promoted through rigorous monitoring of pupils' achievement to ensure that all groups of pupils succeed and no one is left behind. In discussions with inspectors, pupils pointed out that teachers kept them safe and 'made things fair'.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



18 January 2012

Dear Pupils

### **Inspection of Marriott Primary School, Leicester LE2 6NS**

Thank you for all the help you gave the inspection team when we visited your school. Special thanks are due to those pupils who completed questionnaires or came to talk to us and willingly shared their views about the school. It was good to talk to you and see your work. You will be pleased to know that we judged that your school is good.

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

- Most of you make good progress as you move up through the school.
- Standards in English and mathematics are rising.
- You work well with each other in lessons.
- Teaching is good in your school and it helps you to learn.
- You find your topics interesting and fun.
- Your teachers, headteacher and the Chair of Governing Body have worked hard to improve your school since its last inspection.

To improve your school further, we have asked those in charge to make sure that:

- all your lessons are the best they can be by your teachers giving you harder work that stretches you a bit more and by telling you what you are doing right and how you can improve your work
- those of you who do not attend school regularly are given more help to do so.

We are sure that you can also help your school to improve. For example, by always coming to school unless you are really ill, and always arriving on time. It would be most helpful to your teachers, and other pupils in the school, if all of you can behave sensibly in and around the school.

Yours sincerely

Krishan Sharma  
Lead inspector

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