

Marish Primary School

Inspection report

Unique Reference Number	134651
Local Authority	Slough
Inspection number	366556
Inspection dates	14–15 July 2011
Reporting inspector	Elisabeth Linley HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	704
Appropriate authority	The governing body
Chair	Robin Grayson
Headteacher	Gill Denham
Date of previous school inspection	8 December 2009
School address	Swabey Road Langley Berkshire SL3 8NZ
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 26 lessons and saw 26 teachers. Inspectors met with a group of parents and carers, and talked to parents and carers informally. They also met with groups of pupils, members of the governing body and staff. Inspectors observed the schools work, and looked at a range of documentation which included: the tracking of pupils progress and analysis of assessment data; data on pupils attendance and its analysis; monitoring of lessons; the schools planning for improvement; and, minutes of governing body meetings.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

The progress that pupils make in lessons, particularly by pupils who are more able and those of White British heritage.

Pupils attendance and whether the impact of action taken to aid its improvement has been successful.

The rigour of the schools monitoring and evaluation and its impact upon self-evaluation and planning for improvement.

Information about the school

Marish Primary is much larger than most primary schools. Pupils who attend the school represent a wide range of ethnic backgrounds. The largest groups of pupils are of White British and of Asian heritage. The proportion of pupils who speak English as an additional language is well above the national average. Although the proportion of pupils identified as having special educational needs and/or disabilities is broadly average, an above average proportion of pupils has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above the national average. The school has a breakfast club and after-school care is provided. However, the after-school provision is not managed by the governing body and is therefore inspected separately. The school has Healthy School status, the Investors in Families award and is the lead school in Sloughs Childrens University.

At the time of the last inspection the school was judged to require special measures, after which a new headteacher was appointed. Since then one of Her Majesty's Inspectors and additional inspectors have visited the school to monitor the progress that has been made.

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?

2

The school's capacity for sustained improvement

1

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Inspector is of the opinion that the school no longer requires special measures.

The headteacher's outstanding leadership has been pivotal to the school's significant improvement. Her vision for the school's success has inspired everyone and this is reflected in the commitment shown to Marish Primary by parents and carers, pupils, staff and the governing body alike. This commitment is exemplified by the school's outstanding contribution to community cohesion and pupils' similar contribution to their own and the wider community. The able deputy headteacher, plus the effective leadership teams and governing body, have worked well with the headteacher to monitor and evaluate the school's work with absolute rigour and accuracy. This has underpinned the school's outstanding drive for improvement and capacity to improve. As a result, key elements of the school's work are now good and outstanding. For example, pupils' attendance, once low, is now above average. This exceptional achievement is as a result of the outstanding care, guidance and support provided for pupils and their families, together with the school's excellent working partnerships with others. The rigour with which the school implements its safeguarding procedures is also outstanding. As a result, parents and carers report their confidence in the school to keep their children safe, and pupils' understanding of safety issues, and their feeling of being safe, are similarly outstanding. The school's work to promote pupils' understanding of maintaining a healthy lifestyle is a fundamental part of the school's curriculum and so pupils' understanding is excellent. Teaching has also improved dramatically; it is now good and often outstanding. As a result, pupils make good progress and many Year 6 pupils have made outstanding progress this year as a result of teaching that is consistently of high quality. This significant improvement is reflected in pupils' attainment.

Historically, pupils have underachieved and attainment has been low, as shown by the results of the Year 2 assessments and Year 6 national tests. However, in 2010, the Year 6 results in English and mathematics were broadly average while the 2011 unvalidated results show that pupils' attainment is above expectations for their age. Similarly, previous low attainment in Key Stage 1 has improved and is now broadly average in reading, writing and mathematics. Even so, the school's focus to further improve pupils' attainment, particularly for more-able pupils, is well founded. For example, in some lessons, pupils who are more able are not challenged well enough from the moment the lessons begin. The school is aware that more needs to be done to share and exemplify the outstanding teaching that is in the school so that all teaching reflects the best. Also, the school's strong emphasis on developing pupils' skills across the wider curriculum is yet to be underpinned by the same rigour for setting targets and tracking pupils' progress as seen in English and mathematics. Nonetheless, the robust analysis of assessment data for all groups of pupils shows that the achievement of girls and boys, regardless of their needs, ability and

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ethnicity, is now good and builds well on the good start they get in the Early Years Foundation Stage. As a result, pupils are well prepared for the next stage of their education.

What does the school need to do to improve further?

- Raise pupils attainment so that a higher proportion of pupils throughout school exceed national expectations for their age, by:
 - ensuring that teachers consistently challenge more-able pupils to achieve their best from the beginning of each lesson
 - sharing the outstanding practice in the school more widely so that all teaching reflects the quality of the best
 - developing targets for pupils across the curriculum, and tracking their progress towards them, by utilising the expertise within school in this respect for English and mathematics.

Outcomes for individuals and groups of pupils

2

Pupils show a strong sense of respect for others values and faiths. They provide good role models, for example as prefects, monitors and buddies. Year 6 pupils, as leading learners, have monitored the quality of teaching and learning in school and provided feedback for their teachers. The school council has worked well with staff on projects such as anti-bullying; pupils say this is no longer an issue and if there is a problem it is dealt with effectively. Pupils are very actively involved in community-based projects, such as charity work and environmental projects, and are highly aware of safety issues. They wrote to their Member of Parliament about the lack of yellow lines outside school; these have now been provided. Pupils have a very good understanding of issues affecting their health and seek to help others so they also make good choices. Pupils enjoy school and engage very well in the numerous activities that are provided through the Childrens University.

Pupils develop good personal skills and are well behaved; they respond well to the teachers high expectations of them. This has not always been the case and in the past White British pupils have underperformed; however, the downward trend in their attainment has stopped. This is because all pupils benefit from high-quality intervention and support, such as one-to-one tuition. Similarly, all pupils, including those with special educational needs, are very clear about their levels of attainment in English and mathematics; they know their targets and what they need to do to improve. In some lessons, pupils who are more able do not make the progress of which they are capable because they are not consistently challenged with tasks that will develop their skills at a higher level. Nonetheless, pupils achieve well from their individual starting points regardless of their ethnicity, their special educational needs or their language needs, including those who have English as an additional language.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

It is clear that lessons are fun. A great deal of laughter and learning was observed in a Year 3 mathematics lesson as pupils learnt about axes and coordinates on a pirate map. Similarly in a music lesson, pupils in Year 6 learned with real pleasure about chord patterns and singing performance. Outstanding lessons such as these are fundamental to pupils improved progress. In all lessons, the pupils are active learners: they are confident to assess their own and each others work; are involved in setting their own ambitious targets; and, respond well to constructive marking. However, some teachers do not always ensure that pupils have acted upon suggestions made to improve their work; such inconsistency is also reflected in the challenge provided for more-able pupils.

Curriculum developments have been embraced by all and the schools approach to the teaching of mathematics and writing is paying dividends. Pupils views on the curriculum have been sought and acted upon. Topics, such as Natural Disasters, have engaged pupils interests well with topical issues such as the Australian bush fires. Parents and carers report on the difference this has made to their childrens enjoyment and learning. Developments to set targets for pupils skills across the wider curriculum, and the tracking of pupils progress towards them, are already in plan. The schools work in this regard for English and mathematics is robust and information gathered is analysed very well to underpin the intervention programmes used. These include: focused curriculum support; learning mentor support; high-quality support for families through, for example, the

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schools family link worker; and, pupils free access to the well-organised breakfast club. The schools work in this respect is further enhanced by highly effective partnerships with other multi-agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteachers leadership is outstanding. Highly challenging targets underpin the schools robust planning for improvement. Senior leaders, their teams and the governing body respond well and contribute effectively to the schools work. This drive for improvement underpins the rigour of monitoring and evaluation. The sophisticated analysis of pupils performance data enables leaders to identify potential underachievement and hold teachers to account for the quality of their teaching and the progress pupils make. The schools commitment to equality of opportunity is exemplified by the improved participation and performance of all groups of pupils. Similarly, the schools robust dealing with discrimination and the very positive relationships established with the National Childrens University, Langley Grammar school and others, underpin their commitment to the pupils well-being. The impact of action taken is clearly evident in pupils much improved attendance. Crucial to this outcome are the effective partnerships with parents and carers. Groups have been established to better engage families, for example the Parent Voice Forum, and parents and carers, the school council, the governing body and staff have met to consider the schools future improvement. The schools work within the wider community is significant and its evaluation of the impact of action taken to promote community cohesion is rigorous. Parents and carers value opportunities to celebrate the schools multicultural heritage, as exemplified by the pupils dance presentations to parents during the inspection. Such activities demonstrate the schools commitment to its community and to its work with pupils to promote a very good understanding of others both locally and internationally.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are happy in the Nursery and Reception classes. They learn to become independent in a safe and secure environment that is underpinned by high quality care and positive relationships with parents and carers. Children start in Nursery with knowledge and skills that are well below expectations for their age. All children make good progress as a result of the focus on the individual child and the use of special programmes to meet their specific needs. Provision is very well managed and a range of stimulating activities is offered inside and out. In an outstanding lesson, children very much enjoyed their singing of If you're happy and you know it and then tried out different action songs, such as The Marish Nursery had a band. Children worked cooperatively with others and followed instructions very well, being mindful of established routines and keeping safe. On some occasions in lessons the pace drops and children, who are anxious to get on with their own lines of enquiry, begin to lose interest. Nonetheless, relationships between adults and children are good. Children's progress is carefully tracked through their learning journals which in turn show parents and carers what their children can do and their next steps. The Early Years Foundation Stage is exceptionally well led. The leaders have a very good understanding of the provisions strengths and are proactive in developing it further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	1

Views of parents and carers

Inspectors spoke to a number of parents and carers during the course of the inspection. It is clear from what they said, and from the information gathered by the school from their own questionnaires, that they are very pleased with the improvements that have been made since the schools last inspection. They are confident that their children are happy whilst at school. Parents and carers are highly appreciative of the communication between school and home and the rapid response to any contact that they make. They feel much more involved in their childrens education and are kept up to date with their academic progress. They appreciate the workshops and the parent groups that help keep them informed about the schools work. Parents and carers feel they have an active role to play in taking the school forward and are proud of the schools place in the community. Parents and carers are correct in their positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 July 2011

Dear Pupils

Inspection of Marish Primary School, Langley SL3 8NZ

I am writing to thank you for being so welcoming when we visited your school. We enjoyed talking to you and were pleased to hear that you felt your school had improved a great deal. You are right and it no longer requires special measures. Marish Primary has made so much progress that it is now a good school and you are justifiably proud to attend it.

When you join the school in the Early Years Foundation Stage classes, you settle quickly and get off to a good start.

You clearly enjoy coming to school and working hard in lessons; your good attitudes and behaviour make a big difference to the good progress you make.

Your attainment in English and mathematics is now similar to most pupils in other schools. To help you do even better, your teachers are going to make sure they teach the very best lessons they can and challenge you all to do your best from the start of every lesson.

You very much enjoy the topics you are learning about, such as the one on Natural Disasters. Your teachers are going to make sure they know how well you are doing in all your subjects just like they do in English and mathematics.

Your enthusiastic participation in sports and games, and careful choice of food to eat, show how much you understand the importance of a healthy lifestyle.

The school takes exceptionally good care of you and this helps you to feel very safe.

You take your responsibilities in school and your local community very seriously.

You are making a really good effort to attend school every day and your attendance has improved a lot; well done.

The governing body, headteacher and staff are working very successfully with other people, and with your parents and carers, to make your school even better.

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector

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