

# Marlborough Junior School

Green Lane, Small Heath, Birmingham, B10 9NY

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From below-average starting points, all groups of pupils make good progress in their learning and leave the school with average standards in English and mathematics.
- Pupils' behaviour is often exemplary. They greatly enjoy school, feel very safe there and work extremely well together to help their understanding. They are considerate of others, very polite and increasingly confident.
- Pupils benefit from very many opportunities to use their literacy and numeracy skills in different subjects.
- Teaching quality is good because school leaders give a strong lead to teachers, check lessons and provide extensive training.
- Senior staff support the headteacher well. Together they have created an effective staff team to ensure that the top priorities are pupils' wellbeing and meeting individual needs.
- Leaders at all levels, along with governors, have a clear understanding of pupils' progress. They use the information well to set targets for the school and for teachers to raise standards of attainment.
- The school has good links with the community and helps parents and carers in a variety of ways to support their children's learning.
- Attendance is above average.

### It is not yet an outstanding school because

- Boys do not achieve as highly as girls in writing.
- Not enough writing opportunities are designed to appeal to boys.
- Teachers' marking of pupils' work is not always leading to improvement.
- More-able pupils are not given enough challenging work.

## Information about this inspection

- Inspectors observed 23 lessons, of which two were observed jointly with the headteacher or deputy headteacher. In addition, inspectors made short visits to other lessons, including those when pupils were taught in small groups. The inspectors heard pupils read and looked at their work.
- Meetings were held with pupils, parents and carers, school staff, including the senior leaders, and the Chair of the Governing Body. In addition, the lead inspector had a telephone conversation with a local authority representative.
- There were too few responses to be analysed on the online questionnaire (Parent View). Inspectors talked with parents at the start and end of the school day and considered the school's survey of parents' views. Inspectors also considered the questionnaires completed by staff and the results of a pupil survey.
- Inspectors observed the general pattern of the school day; attended an assembly; and examined a range of school documents. These included: the school's self-evaluation and improvement plan; data on pupils' current achievement and targets; records on behaviour, attendance and punctuality; the school's safeguarding documentation; and performance management arrangements.

## Inspection team

Richard Cheetham, Lead inspector

Additional Inspector

Anna Smith

Additional Inspector

Linda Brown

Additional Inspector

## Full report

### Information about this school

- The school is an above average-sized junior school.
- Over three-quarters of the pupils, a far higher proportion than average, are from Pakistani backgrounds. Nearly all pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is higher than the national average. This is additional funding provided by the government for pupils who are known to be eligible for free school meals, pupils looked after by the local authority and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs is above average, including those supported on school action or school action plus, and those with a statement of special educational needs.
- The governing body runs a breakfast club and a range of other clubs and activities. These were part of the inspection.
- Other clubs on school premises are not run by the governing body, including a Madrassa (an Islamic religious school), and did not form part of this inspection.
- The school meets the governments' current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is a member of a local schools' consortium.

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

- Raise the quality of teaching to outstanding, by:
  - creating more opportunities for able pupils to work at a higher level
  - systematically sharing the outstanding practice in teaching and learning that exists in the school
- Raise pupils' achievement further, particularly boys' writing, by ensuring that:
  - teachers' marking routinely guides pupils to improve their next pieces of work
  - time is given for pupils to respond to teachers' marking and make their improvements
  - more writing opportunities are provided that appeal to boys' interests

## Inspection judgements

### The achievement of pupils is good

- Pupils start the school with skills and abilities that are generally well below average, particularly in reading and mathematics. Most pupils make good progress and do at least as well as most eleven year olds in reading, writing and mathematics by the time they leave Year 6. This is because the school tracks individual pupils' progress carefully, reviews it regularly with class teachers, and acts on underachievement. This has most recently improved teaching and achievement in mathematics.
- Pupils who speak English as an additional language, in common with the other pupils, make good progress and achieve well. They make accelerated progress in speaking and listening because the development of these skills has a high priority in all lessons, adults provide good role models, and staff and other pupils routinely but gently correct incorrect speech. Those at an early stage of learning the language also receive extra support out of class.
- Reading progress is good so that, by Year 6, while not reading widely, pupils are confident in their ability to understand words new to them and the most able read with empathy and expression. Although progress in writing is good overall, by Year 6, boys' attainment is below that of girls' because they do not use their widening vocabularies nor write with the same attention to detail and confidence. Teachers' marking does not always identify this.
- In 2012, attainment in English and mathematics for pupils for whom the school receives additional funding narrowed to only a term behind their classmates in both subjects. The additional funding is spent wisely and provides well-judged support.
- Those who find learning difficult, including disabled pupils and those who have special educational needs, make good progress because their needs are identified early and they receive good support, in and out of class.

### The quality of teaching is good

- Parents and pupils agree that teaching is good. Pupils typically informed inspectors that in lessons, 'We often have fun.'
- Teachers manage learning well. They alter the pace of lessons to ensure that activities closely match pupils' attention spans. They use a range of teaching strategies, including information and communication technology, to engage and motivate their pupils.
- Teachers plan their work well in their year groups and this is often based on assessments of previous achievement. At its best, this joint planning leads to some outstanding investigative work, in science, for example.
- Mathematics teaching has improved and, with it, the rate of pupils' progress. This is because teachers have devised a calculation policy which pupils use effectively in all aspects of mathematics. Pupils find it particularly useful in problem solving and in applying their skills to real-life situations.
- Class teachers and teaching assistants work as a team to support and extend learning through skilled questioning and assessments. As a result, pupils learn well from one another during their time working in groups. However, in their desire to enable all groups of pupils to make good

progress, teachers sometimes miss opportunities to set harder work for the most able.

- Although some marking in English and, to a lesser extent, in mathematics is leading to good improvement, comments do not always offer sufficient guidance, and teachers do not give pupils enough time to routinely follow up the comments to help to consolidate and extend learning.

### **The behaviour and safety of pupils are outstanding**

- Pupils have very positive attitudes to their learning. They want to do well and play a full part in lessons. Girls are confident in class discussions and are holding their own with boys who, in turn, are patient and measure their words.
- Pupils' behaviour in lessons and around the school is outstanding. Pupils are polite, tolerant and enjoy working together in mixed gender and cultural groups. This is because of the school's expectations of them and the influential rewards systems that reinforce these expectations. As a result, there are very few incidents of misbehaviour.
- Pupils feel very safe in school. They agree that bullying or racist incidents are rare and, should they occur, they have confidence in the school's systems for handling them. Close links with families and the community support the school's efforts in this area, as they do in improving attendance and punctuality. Attendance is above average
- Relationships between pupils and teachers are excellent and marked by mutual respect. They make a significant contribution to pupils' aspirations because they know their views are listened to and valued. The school council and activities such as the arrangements for pupils to apply and be interviewed for jobs around the school all support the development of community responsibility.

### **The leadership and management are good**

- School leaders have had a strong impact on ensuring that pupils make good progress and that teaching is consistently good. This has led to good improvements since the previous inspection.
- Half-termly checks on progress with staff ensure that pupils in danger of falling behind are quickly provided with extra help. The pupil premium funding is used astutely so that the additional support these pupils receive results in their good progress.

The quality of teaching has improved through robust checks. Links between teaching targets and pupil progress made during the performance management process help improve achievement. Pupil progress measures are used in the school improvement plan to judge the effectiveness of the school's actions.

- Senior, and, increasingly, subject leaders, observe lessons and scrutinise pupils' work. They hold regular pupil progress meetings with class teachers and provide them with guidance, training and coaching. This process is firmly linked to the school's performance management system. However, not enough use is made of the opportunities to learn from the best practitioners within the school.
- Links with the feeder infant school positively support pupils' transition. The school is a very active member of the local schools consortium. The school's contributions add value to the consortium as well as it deriving benefits, such as access to training and the checking of

teachers' assessments of pupils' work to ensure their accuracy.

- The school offers a broad range of subjects, and classrooms and corridors reflect this in terms of vibrant displays of pupils' work and ready access to equipment. Discussion skills are practised in the daily 'Check In' sessions. In these, pupils talk about their lives out of school: their delights, fears and aspirations.
- The key skills of literacy and numeracy are systematically taught in other subjects, which make them immediately relevant and useful. However, not enough opportunities are provided with specific appeal to encourage boys' writing.
- Over time, pupils learn more about other cultures, as well as to tolerate differences. This makes for a harmonious school community and promotes pupils' spiritual, moral social and cultural development well. Pupils take a lively interest in other cultures, understand difference, and are very clear about what is right and wrong. Pupils, parents and carers all value the extra dimension to pupils' experiences that school-funded off-site visits, school visitors, residential visits and school clubs present.
- The school spares no effort in ensuring pupils' safety and wellbeing. Safeguarding arrangements meet requirements and the school has good working relationships with relevant agencies, parents and carers. As one parent, among others said, 'I bring my children from far away because it is a good school. They respect different cultures.'
- The local authority provides appropriate light-touch support for this good school.
- **The governance of the school:**
  - Governors are well organised. Through visits, interviews with staff and through information from the school, they know its strengths and weaknesses well. They play a regular part in school self-evaluation. They understand pupil performance data and hold the school to account for pupils' progress. As part of school improvement planning, they help set targets and monitor progress. Governors discharge their financial and strategic roles responsibly. For instance, they check that teachers are rewarded only for good and better teaching and they check on the use of pupil premium funding. They have worked closely with the senior leaders to support the school's improvement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103312
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	412008

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Masaud Aslam
<b>Headteacher</b>	Gail Baker
<b>Date of previous school inspection</b>	1 October 2009
<b>Telephone number</b>	0121 4647933
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