

# Marlborough Primary School

Ferndale Road, Falmouth, TR11 4HU

**Inspection dates** 27–28 March 2014

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The creative vision of the headteacher has provided an exceptional opportunity where all pupils want to engage and learn.
- Achievement is outstanding and attainment at the end of Year 6 is above the national average.
- Reception class children acquire the communication and social skills needed to learn effectively. They make a good start as the teaching is exciting and motivates the children to learn as soon as they arrive each day.
- Disabled pupils and those who have special educational needs make excellent progress as they are well supported. Pupils in receipt of extra help through the pupil premium also make excellent progress.
- Teaching is outstanding. Staff have very high expectations of their pupils and capture both their interest and enthusiasm.
- Pupils enjoy the challenges set, and in turn this helps them make rapid progress in their learning.
- The behaviour of pupils is outstanding, both in school and in the local community while out of school on visits. Pupils provide excellent support to each other both in lessons and during break times.
- Pupils say they really like their school. They are very proud of it and say it is a fun place to learn and they also feel very safe.
- The curriculum is innovative, providing a highly effective and imaginative approach to learning that pupils really enjoy. Pupils' spiritual, moral, social and cultural development is extremely well promoted.
- Teachers' performance is managed well and their morale is exceptionally high.
- The leadership team, including teachers responsible for key areas, and the governing body form a highly effective team and this has ensured that teaching and achievement have improved. The governors are knowledgeable, well informed and provide support as well as asking searching questions.

## Information about this inspection

- Inspectors observed 17 lessons or part lessons taught by 16 teachers and teaching assistants. These observations took place both in school and off site as part of the schools 'Big Dig Day'. Most of these were joint observations with a member of the senior leadership team.
- Inspectors looked at the work in pupils' books and on portable computers and also listened to pupils from Year 2 and Year 6 read. They held a meeting with the school parliament and used lunch and break times to talk to pupils around the school.
- Inspectors spoke to three school governors, including the Chair of the Governing Body, members of the school management team and teachers with responsibility for key subjects. These meetings included discussions about: the analysis of performance information; records of monitoring of the quality of teaching; the tracking of pupils' progress; and documents relating to safeguarding children.
- Inspectors met with parents and carers at the start of the school day as well as during the 'Big Dig Day' when many parents and carers volunteered to support the activities.
- Consideration was given to the 58 responses to the online Parent View survey, emails and letters addressed to the inspection team.
- Questionnaire responses from 16 staff were analysed.

## Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Mark Anderson

Additional Inspector

## Full report

### Information about this school

- Marlborough Primary School is an oversubscribed smaller-than-average sized school.
- Most pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for free school meals or who are in care, for whom the school receives additional income (the pupil premium) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils who are supported through school action plus or have a statement of special educational needs is slightly below average.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs sporting activities before school and there is a range of after-school clubs which were included in the inspection.

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

- Sustain pupils' outstanding progress and high achievement, so that each pupil remains able to reach their full potential by ensuring that:
  - marking always helps pupils know how well they are doing, gives them advice on how to improve and pupils can follow up the improvements suggested.

## Inspection judgements

### The achievement of pupils

**is outstanding**

- Children enter Reception with skills that are broadly in line for their age. They make outstanding progress because staff use the information they have about the children to carefully plan the learning activities using both the indoor and outdoor areas to support development, especially in their communication and social skills. They form strong links with parents and carers and create an effective partnership to learning from the earliest stages. Children are well prepared for entry to Year 1.
- Teachers and pupils have risen to the challenges of the high expectations set by the headteacher. Results are consistently above average by the end of Year 6. Pupils' exceptional progress is sustained throughout Years 1 to 6. School data show that the present Year 6 are on track to achieve or exceed their challenging attainment targets in mathematics and English.
- Pupils who are disabled or with special educational needs make excellent progress because of the high-quality and well-planned additional support they receive. As a result their attainment is above average for similar groups nationally and they achieve very well.
- The school uses its pupil premium funding to provide intensive support for pupils individually as well as working with pupils in small groups. As a result, there is very little difference between the achievement of those in receipt of pupil premium and those who are not and pupils make very good progress
- More-able pupils make very rapid progress and some are very successful at the highest level in the national tests at the end of Year 6, especially in reading and mathematics.
- Teachers make sure the learning is stimulating with a range of activities and resources. Pupils participated in a range of activities as part of 'The Big Dig Day', for example Year 4 visited Gyllyngdune Gardens with activities that included links to natural science and which included new vocabulary. One group of pupils made the link between thinning out and repotting the seedlings to a similar scene in the Harry Potter stories involving the Mandrake plants.
- Reading is a strength of the school. Children enjoy reading and acquire a good understanding of letters and sounds and use their knowledge to read unfamiliar words. Pupils are enthusiastic about reading and demonstrated good skills and understanding for their age. Reading records show children read regularly at home. Pupils were able to talk about favourite authors such as Anthony Horowitz. They were also able to talk about what appeals to them when choosing a book to read.
- 'Fab Friday' also provided many opportunities for pupils to explore and develop their understanding within a context outside of the classroom, for example, when pupils had the chance to understand the meaning behind the Celtic cross, as well as create their own.
- All parents and carers who responded to the Parent View survey are confident that their children make good progress at the school. A parent or carer spoke about the support their child had received with reading and the impact it had: 'He is now an incredibly keen reader as his teachers assisted, directed and nurtured his reading and he now has a strong interest in books.'

### The quality of teaching

**is outstanding**

- Teachers have high expectations for all pupils. Teachers and teaching assistants ensure activities are interesting and challenging for pupils. This ensures they learn well and are able to meet their targets and progress exceptionally well. Pupils reflect on their learning targets and what they need to do to move forward.
- Teachers plan lessons to meet the needs of the more-able and adapt activities to make them

suitable for all abilities. This approach has successfully increased the level of challenge in pupils' work and has helped all groups of pupils learn more quickly. This was seen in a Year 4 lesson on decimals; the teacher spent time making sure pupils knew what a decimal was before teaching them how to add two decimals together.

- Teaching is of a consistently high quality across the school in a range of subjects including literacy and numeracy. Teaching is innovative and encourages pupils to think deeply about their work. This was evident during 'Fab Friday' when pupils worked in mixed-age groups in a range of different subjects, including music, when they had the opportunity to create a sea shanty using either chime bars or computer programs.
- Activities are well planned to interest and motivate pupils. For example, in a Year 5 literacy lesson based on the production *Oh what a lovely war*, pupils used vocabulary well to describe an image, working effectively in pairs to support their learning. Pupils enjoyed the challenge of identifying powerful and effective words that had an impact on the audience.
- Teachers make links between different subject areas very successfully to make sure basic skills in English and mathematics are developed. This was observed in a Year 6 lesson, when pupils used mathematical and physical education knowledge to consider the momentum used linked to distance travelled.
- Teachers' excellent subject knowledge helps pupils make rapid gains in their learning and skilful questioning helps pupils to think deeply about their work: After experiencing a thunder storm, a Reception Year pupil was able to explain to the whole school at the end of day what causes thunder.
- Although teachers mark pupils' books regularly, it is not always clear about how well pupils have done and what they need to do to improve their work. Pupils do not always respond to the suggestions made, which slows improvement for some.

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

- The behaviour of pupils is outstanding.
- Parents and carers, staff and pupils are all very positive about the behaviour in the school and the care and respect children have for each other. The school is extremely effective in fostering excellent relations, equal opportunity and ensuring there is no discrimination. Behaviour is consistently well managed; as a result pupils behave exceptionally well.
- Pupils enjoy taking on responsibilities, including in a very effective system using Year 5 monitors to support reception children at lunchtime. Further evidence of pupils' extremely positive care and support of each other was seen during 'Fab Friday' when pupils worked in mixed-age groups with older pupils looking after younger pupils.
- Pupils enjoy the opportunity to be part of the school parliament, and members of the cabinet who met with the inspectors spoke about the responsibility they have and the opportunity to share ideas and make the school an even better place. They made reference to the storm damage and how everybody has pulled together to improve recent destruction.
- The school's work to keep pupils safe is outstanding. Pupils say they feel very safe and know who to talk to if they have any concerns; this includes an awareness of internet safety. Parents and carers share this view.
- Pupils are aware of what constitutes bullying and report that there is no bullying in the school. Pupils are aware that there is always an adult to turn to should there be a problem and it would be quickly sorted. School records confirm their view is accurate.
- Attendance is above average. The school stresses the importance of pupils' good attendance and works hard with parents and carers to ensure that pupils miss as little time as possible away from school.

**The leadership and management are outstanding**

- The pursuit of excellence is central to the work of the school. This reflects the ambition of the senior leadership team and the governing body, and the drive of the highly effective headteacher to create opportunities for all pupils to succeed and enjoy their learning experience.
- The school is extremely successful in engaging parents and carers and they share the leaders' ambitions for their children. One parent or carer expressed the views voiced by others in a letter which said, 'We feel enormously lucky to be able to send our children to a school like Marlborough, which offers a creative and caring approach while also giving our children a sound academic education.'
- The school's effective curriculum is broad, balanced and ensures that all pupils' needs, interests and aspirations are met extremely well as seen during the 'Big Dig Day' when all pupils engaged in a wide range of activities. The curriculum is enhanced by an extensive range of extra-curricular and enrichment activities, for example pupils took part in a local 'mini bridge' competition during the inspection. There is no exclusion of any pupil from any aspect of school life.
- The additional funding for physical education is being used to provide opportunities for pupils to experience a range of different activities not previously tried. It is also being used to develop teachers' skills by working alongside a sports coach to create a far more sustainable approach to pupils' physical well-being.
- Pupils' spiritual, moral, social and cultural development is supported exceptionally well by the range of subjects and activities available to them, as well as many opportunities to engage in community-run events such as The Oyster and Tall Ship's Festivals in Falmouth.
- Senior leaders have worked well with middle leaders to develop them in their roles. They work effectively together alongside teachers to track pupils' progress rigorously and to find out how well pupils are achieving. They review extra help that is provided to suit the needs of the individual pupils to address any lack of pupil progress.
- The school development plan is thorough and accurate, and identifies areas the school could improve further to maintain standards. The school is focused on moving towards excellence in everything that it does.
- Support for professional development of all staff is effective. Teachers and teaching assistants share their expertise within the school and they are engaging in this process to develop plans for the implementation of the new curriculum in September 2014. This also includes additional English training for all staff, to make sure they are fully trained and best prepared to support all pupils.
- There has been limited involvement with the local authority, as a result of the last inspection outcome. However some training opportunities for both teachers and governors have been run by the local authority and have supported the school well.

**■ The governance of the school:**

The governors have a very clear understanding of the school's effectiveness, including the quality of teaching and data relating to pupils' performance. They are ambitious for the school's continued success and have built in plans to support governors in taking on key roles in the future. Governors are fully involved in contributing to the school development plan, which includes a high level of challenge to the senior staff, and they are not afraid to ask searching questions. They have a good understanding of the school, including the setting of targets for teachers, the use of the 'Teachers' Standards' and how teachers are rewarded for teaching well. They are aware of what support has been provided to improve teaching. The governors keep a careful eye on the school's finances, including the use of the pupil premium and the impact it has on pupils' progress. The governing body makes sure

safeguarding procedures are robust and meet statutory requirements, including the appointment of staff.

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## 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>	111978
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	440994
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Turner
<b>Headteacher</b>	Richard Gambier
<b>Date of previous school inspection</b>	22 October 2010
<b>Telephone number</b>	01326 314636
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