

Marshgate Primary School

157 Queens Road, Richmond, TW10 6HY

Inspection dates 17–18 March 2015

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Early years provision | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils attain very high standards in reading, writing and mathematics across the school. Their standards are often significantly higher than national averages.
- All groups of pupils make rapid progress throughout their time at school.
- The school caters for children in the early years exceptionally well. They leave the Reception Year extremely well prepared for later learning.
- Teachers have excellent knowledge of a range of subjects and are able to plan motivating and interesting tasks. They offer pupils a very high level of challenge and promote high-quality learning.
- Pupils' behaviour is exemplary. They value learning very highly and are proud of their exceptional achievement.
- The school has very effective procedures for keeping pupils safe. Staff take great care to make sure that pupils know how to avoid dangers and risks, including those presented through internet use.
- The school works particularly well in ensuring that all pupils, regardless of their backgrounds or ability, are included in everything it has to offer. It prepares pupils for life in modern Britain very well.
- The headteacher, other leaders and governors have extremely high expectations of pupils and staff. They have successfully ensured that achievement and teaching have remained outstanding over time.

Information about this inspection

- The inspectors observed teaching and learning across the school. They observed two assemblies, 18 lessons and pupils' behaviour in the playground and at lunchtime. Eight lessons were observed jointly with senior leaders.
- Discussions were held with pupils, five members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils should learn in each subject and plans for the school's future development. They scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records and minutes of governing body meetings. The inspectors also looked at records of how pupils' learning is monitored and how the quality of teaching is checked.
- The views of parents and carers were taken into account through discussions with several of them. The inspectors also took note of 148 responses to the online Parent View survey and two messages that were received.
- Staff views were taken into consideration by looking at questionnaires completed by 36 staff and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

David Webster

Additional Inspector

Heidi Boreham

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for the pupil premium (additional government funding for disadvantaged pupils) is much lower than the national average. There are very few eligible pupils in the school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A majority of pupils are from a range of minority ethnic backgrounds.
- Children in the early years attend full time in two Reception classes.
- The headteacher is a Local Leader of Education. She has supported other local schools by, for example, mentoring headteachers who are new to their role.
- The early years leader took up her leadership responsibilities in September 2014.

What does the school need to do to improve further?

- There are no significant areas for improvement.

Inspection judgements

The leadership and management are outstanding

- The first-rate headteacher and leadership team have very strong aspirations for their pupils. They have ensured that all staff share their extremely high expectations. As a result, pupils' achievement has remained consistently outstanding over time.
- Leaders evaluate the school's strengths and areas for improvement extremely thoroughly and critically. Their plans for further school improvement are very well judged and are based on careful analysis of pupils' progress. Leaders have recently introduced a new system of assessing pupils' achievement in line with the new National Curriculum's higher expectations. They use this new approach to meet individual pupils' needs very well.
- Leaders manage staff performance extremely well. They check the quality of teaching very carefully and give staff challenging targets that reflect the school's very high expectations. Leaders give staff, including new staff and newly qualified teachers, very good support towards meeting these targets. As a result, teaching in the school has remained outstanding over time.
- Middle leaders, such as those in charge of subjects, have very high levels of responsibility and are very effective. They contribute to the monitoring of teaching and support other staff very well. Middle leaders have helped to make sure that staff have very strong knowledge of their subjects. They have ensured that the school has been very well prepared for the implementation of the new National Curriculum.
- The school's curriculum is outstanding and reflects its principles of including all pupils in everything on offer. The school gives pupils a rich range of learning experiences, such as a Year 6 residential trip to France. It makes very good use of pupils' interests, such as 'superheroes', to excite them and engage them deeply. The school utilises representatives of different cultures and religions to develop pupils' understanding of different faiths and backgrounds very well.
- Staff strongly promote the understanding and appreciation of democracy and British values, including tolerance and respect. Pupils are involved in fund-raising for charities and relief funds. Such work ably prepares pupils for life in modern Britain. It also demonstrates the school's excellent promotion of equal opportunities and commitment to guarding against discrimination.
- The school's arrangements for safeguarding exceeds statutory requirements. Staff are well trained and the school works very well with other agencies. The school's survey of pupils' views shows that pupils feel safe and know how to raise any concerns.
- School leaders actively support the development of good practice in other local schools. For example, leaders have helped other schools to develop their approaches to assessment and providing for the most able pupils.
- The school spends sports premium funding well and offers a wide range of sports clubs and other activities. Some pupils act as playground sports leaders. Pupils' enthusiasm and participation in sports have increased as a result.
- Other additional funding is spent well. Disadvantaged pupils, while very few in number, learn and progress well as a result.
- The local authority has a good knowledge of the school and has supported it well. It has checked the accuracy of the school's evaluation of its strengths and areas for improvement. The local authority has also provided useful training to staff and governors that has developed their knowledge and understanding.
- The school has developed very good relationships with parents and carers. A very large majority of parents and carers who offered an opinion thought that the school was well led, and almost all parents and carers would recommend the school to others.
- **The governance of the school:**
 - The governing body is very involved in the school and scrutinises the provision for pupils in great depth. Governors have a very good understanding of information about pupils' achievement. Governors challenge senior leaders very strongly whenever they think that any group of pupils could do better. They check the quality of teaching very carefully, including through consideration of the local authority's reports on the school. Governors ensure that staff, including middle leaders and new teachers, get enough support to perform to the high standard expected. They check that staff are set sufficiently demanding targets when evaluating their performance. Governors make sure that strong performance is properly rewarded and acknowledged and are aware of how any underperformance would be tackled. They scrutinise the school's plans for future development very carefully and monitor how well it improves. Their impact on the quality of the school's work is outstanding.

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

- The behaviour of pupils is outstanding.
- Pupils relish learning and demonstrate a real joy in exploring their subjects in depth. They are very proud of their work and achievements and strive to do the best that they can.
- Pupils have very high expectations of their own behaviour and treat each other with high levels of courtesy and respect. They demonstrate extremely good conduct. Pupils go out of their way to welcome and include others. They work together willingly and impressively.
- The school expects a very high standard of behaviour and manages it very effectively. School records show very few incidents of poor behaviour or bullying over time.
- A very few parents and carers expressed some concerns about bullying or other forms of poor behaviour, and how the school managed these. However, the inspectors found no evidence to substantiate such concerns. Pupils who spoke to the inspectors had no concerns about behaviour and said that there was no bullying in the school. An overwhelming majority of parents and carers who offered an opinion thought that the school managed pupils' behaviour well.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Staff supervise pupils very well. Pupils' behaviour shows strong consideration for the safety and well-being of themselves and others.
- The school teaches pupils how to avoid risks very well. Pupils receive excellent guidance on how to stay safe when using computers and other technology. The school has also developed a very robust and thoughtful approach to guarding pupils against radicalisation and extremism.
- Attendance has improved strongly since the time of the previous inspection. Attendance is well above the national average. There is very little persistent absenteeism in school.
- An overwhelming majority of parents and carers who offered an opinion thought that their children were safe, happy and well looked after in the school.

The quality of teaching is outstanding

- Leaders' very high expectations and strong support have ensured that teaching has remained outstanding since the time of the previous inspection. As a consequence, pupils attain very high results and make rapid progress.
- Teachers stimulate and challenge pupils very well. They nurture pupils' curiosity and encourage them to think deeply and expand their understanding. As a result, pupils are able to explain and justify their ideas and suggestions in depth.
- The school's teaching of reading, writing and mathematics benefits from teachers' substantial knowledge of their subjects. Teachers are skilled in using dialogue and questioning to draw out pupils' understanding and to develop their basic skills. Because of this, pupils achieve very high standards in all of these subjects.
- Teachers use their knowledge of pupils' skills and needs to plan activities in reading, writing and mathematics very well. They make very good use of teaching assistants to offer effective support to particular pupils.
- Teachers ensure that lesson time is used effectively to promote learning.
- Teachers give pupils very helpful, clear, constructive and precise advice about how to develop their work and thinking further. This deepens pupils' engagement in learning and contributes to their rapid progress.
- An overwhelming majority of parents and carers who offered an opinion thought that their children were taught well.

The achievement of pupils is outstanding

- Pupils across the school, including those from minority ethnic backgrounds, make rapid progress in

reading, writing and mathematics from their starting points. Standards in these subjects at the end of Key Stages 1 and 2 are consistently above national averages, often significantly so.

- The proportion of pupils attaining the expected standard in the Year 1 phonics (linking letters to the sounds they make) check is higher than the national average. This is because the school teaches phonics very well from children's entry into the early years.
- The most able pupils' results in all subjects at the end of Key Stage 1 are above national averages and are particularly strong in reading and mathematics. Their results in all subjects at the end of Key Stage 2 are significantly above those in most other schools. These pupils make rapid progress and are consistently working at the higher National Curriculum levels.
- There are very few disabled pupils and those who have special educational needs in the school. However, these pupils learn very well and make rapid progress because of the careful and often individual support that they receive.
- Similarly, there are very few disadvantaged pupils in the school. Because of this, it is not possible to generalise about their attainment and how it compares to that of other pupils nationally. However, these pupils make the same excellent progress to their classmates and learn very well.
- Almost all parents and carers who offered an opinion thought that their children made good progress in the school.

The early years provision

is outstanding

- Children's achievement in the early years is outstanding. They make rapid progress during the Reception Year. A very high proportion of children end the year with a good level of development. Their standards of writing are extremely impressive.
- Children's behaviour is outstanding. They behave extremely well towards one another and quickly develop very good learning habits. They spend much time working together very happily and productively. Children's highly positive attitudes and very strong academic achievement ensure that they are very well prepared for Year 1.
- Early years teaching is outstanding and shares the qualities found elsewhere across the school. Staff listen to children well and offer them highly encouraging responses that develop their skills, understanding and enjoyment of learning. Staff make very good use of the attractive and stimulating indoor and outdoor classrooms to promote children's learning very well.
- Staff supervise children very effectively and ensure that children know how to keep themselves safe. They make certain that children are safe when visitors come to the school.
- Early years staff have very good relationships with parents and carers and other pre-school providers and work with them very well to ensure that children are ready to enter school.
- The early years leader ensures that staff accurately assess children's achievements and specific needs. She uses this information to plan activities and experiences that meet their needs very well. The early years leader plans improvements to the school's early years provision carefully and effectively. She, along with other leaders, makes sure that the quality of early years provision is consistently strong and that children achieve very well. This shows that leadership of the early years is outstanding.

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

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| Unique reference number | 133728 |
| Local authority | Richmond upon Thames |
| Inspection number | 453290 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 472 |
| Appropriate authority | The governing body |
| Chair | Rebecca Quayle |
| Headteacher | Elizabeth Jackson |
| Date of previous school inspection | 4–5 November 2009 |
| Telephone number | 020 8332 6219 |
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