

# Marlborough Primary School

London Road, Isleworth, Middlesex, TW7 5XA

**Inspection dates** 7–8 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection leaders, including governors, have been relentless in their efforts to improve teaching. This has been very successful and pupils are now making consistently good progress throughout the school in reading, writing and mathematics.
- Teaching is good and in some year groups it is excellent. Teachers plan carefully for the different levels of ability in reading, writing and mathematics. Nearly all pupils attain the standards expected nationally in reading, writing and mathematics by the time they leave the school, with many exceeding this.
- Pupils' behaviour is good. They are eager to learn and are proud of their school. The school's strong promotion of pupils' spiritual, moral, social and cultural development contributes to a harmonious and inclusive school community. Pupils feel very safe and happy.
- Provision and progress for pupils who are disabled or who have special educational needs are excellent. This includes those pupils in the specialist resource unit, where the specialist help they are given is highly effective in helping them to learn.
- Strong appraisal systems and rigorous and regular checks on teaching ensure that teachers are continuously reflecting on their practise. Leaders strongly engender a culture and desire to improve. Staff are fully behind what the school is striving to achieve.
- Governors have an excellent understanding of how well the school is doing which enables them to challenge school leaders effectively and contribute well to plans for the future.
- Children make a good start to school in Nursery and Reception, where the provision for their learning is good. This enables children to learn well.
- The school's procedures to ensure pupils are safe and secure are outstanding.

### It is not yet an outstanding school because

- Compared to their classmates, not enough disadvantaged pupils reach the highest levels of attainment in reading, writing and mathematics.
- The subject knowledge of some teachers is not always strong enough in subjects other than English and mathematics. This slows down progress on occasions.
- Some less experienced middle leaders are still developing the skills necessary to help them to contribute more significantly to improvements in teaching.
- Provision in Early Years is not always challenging enough for the most able children and so some do not make the rapid progress of which they are capable.

## Information about this inspection

- Inspectors made 41 visits to classrooms to observe pupils’ learning. Senior leaders accompanied inspectors on some of these visits. Inspectors also spent time examining pupils’ work books. They also observed other aspects of the school’s work, including an assembly.
- Meetings were held with members and the Chair of the Governing Body, as well as with teachers and school leaders. The lead inspector also had a telephone conversation with a representative of the local authority and had a meeting with another representative of the local authority and a consultant who works with the school.
- Pupils took inspectors on a tour of the school. The inspectors met with a group of Key Stage 2 pupils, listened to Year 1 pupils read, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors spoke to parents at the school gate. They also considered the 102 responses to the online questionnaire (Parent View) and a letter from a parent. Inspectors reviewed 15 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school’s own information relating to pupils’ achievement, the school’s review of its work and plan of action. They also looked at reports of visits made by representatives of the local authority. They considered records relating to behaviour and attendance and checks on teaching as well as school documents relating to safeguarding. The inspectors also considered the school’s website.

## Inspection team

Martin Marsh, Lead inspector

Additional inspector

Elizabeth Cole

Additional inspector

Joseph Skivington

Additional inspector

Olson Davis

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The school manages Syon Children’s Centre located on the school site. This is inspected separately from the school.
- The school has a specialist resource centre for pupils with special educational needs. It caters for up to 16 Key Stage 2 pupils with specific learning difficulties.
- A quarter of pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who are looked after). This is an average proportion.
- The proportion of pupils who are disabled or have special educational needs is above average.
- Four out of every five pupils are from minority ethnic groups other than White British. Two thirds of pupils do not speak English as their first language.
- The school meets the government’s floor standards, which set the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics.
- The school runs before- and after-school childcare (Marlborough Minders). The before-school care takes the form of a breakfast club. This was visited as part of this inspection.
- Children attend the Nursery classes part time. The Reception classes are full time.

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

- Improve teaching further so that even more pupils make rapid progress by:
  - ensuring that a greater proportion of disadvantaged pupils make rapid progress throughout the school so more reach the highest levels of attainment at the end of Key Stage 2
  - developing the leadership skills of less experienced middle leaders so that they have an even greater impact on improving the quality of teaching
  - strengthening the subject knowledge of teachers in subjects other than English and mathematics
  - checking on pupils’ understanding in lessons more regularly and using this information to target additional help and support where necessary.
- Ensure that the provision in the early years is more precisely planned for the most able pupils to enable an even greater number to make more rapid progress.

## Inspection judgements

### The leadership and management are good

- Since the previous inspection, strong leadership, inspired by the headteacher, has brought about significant improvements in teaching. As a result, pupils are now making good and often rapid progress. From a position at the previous inspection where pupils were leaving at the end of Year 6 below the national average in reading, writing and mathematics, they are now reaching overall levels of attainment that are well above average.
- The school has rigorous and regular systems to check on the quality of teaching. Teachers respond positively to this and because they receive such good training they are able to meet the demands that are placed on them to improve. Systems for managing the performance of teachers and other staff are strong and leaders and governors ensure that teachers are rewarded for good performance through their pay.
- There are strong systems to check on the progress pupils are making to achieve their challenging targets. Regular meetings between leaders and teachers identify if pupils are falling behind. A good range of interventions are usually successful in enabling them to catch up.
- A wide range of information about the school's performance is used by school leaders and governors to check on how well the school is doing. This gives them a very accurate view of the school and of what needs to be done to improve further. School plans for the future are very detailed and regularly reviewed by leaders and adjusted if necessary.
- Leaders and governors are ensuring that disadvantaged pupils benefit from the additional government funding. They are aware that the proportion that reach national averages at the end of Year 6 is similar to their classmates and that their overall progress is good. The school is reviewing how it uses the funding to enable disadvantaged pupils to make even faster progress so that even more achieve above the levels expected of them by the time they leave the school.
- The school has been successful in developing middle leaders so they contribute more to improvements in the quality of teaching. There are significant strengths among year leaders and in other key positions, especially in the leadership of special needs and the specialist resource centre. However, there are still some leaders who lack the experience and the skills to contribute as much to improvements in teaching and learning as they could.
- The school is highly inclusive and pupils from a range of different faiths and backgrounds get on very well together. This shows the school is very successful in fostering good relations. Excellent provision for pupils' spiritual, moral, social and cultural development makes a significant contribution to this. The school's good work to promote British values contributes well to ensuring pupils are well prepared for life in modern Britain. The 2015 general election was used as an opportunity for pupils to learn more about democracy. Reception children were learning about who David Cameron was and Year 6 pupils were reading a newspaper article explaining the implications of a hung Parliament. A wide range of visits and visitors to school contributes well to the school's broad and balanced curriculum (the subjects taught).
- Parents who responded to Parent View or the school's own survey of parental views, or who were spoken to by inspectors at the school gate, were typically very positive about the school. 'I cannot praise the staff, the headteacher and pupils highly enough' was typical of the comments inspectors received.
- The school is using part of its additional funding for sports to enable pupils to receive specialist teaching. The focus on developing skills is enabling more pupils to join in and contribute to team games such as football, cricket and basketball. Lunchtime clubs on the school's artificial pitch are well attended by both boys and girls. Pupils understand how playing games can contribute to them staying fit and healthy.
- The local authority has given excellent support to the school. They have helped to develop the capacity of leaders, improve the skills of governors and provide training for teachers to improve their subject knowledge in English and mathematics. They have also provided support to develop provision in the Nursery and Reception classes.
- The school's safeguarding procedures, including in the recruitment of staff, are rigorous. Leaders, including governors, ensure that everything possible is done to ensure pupils are kept safe. Governors make regular checks, including random ones on school staff, to ensure they are aware of and implementing school health and safety and safeguarding policies. Equal opportunities are promoted effectively and discrimination of any sort is not tolerated.
- Before- and after-school child care is well led and managed. Children are well looked after, and for those who attend the breakfast club, it provides a good start to the school day.
- **The governance of the school:**
  - Governors are very effective. They have an excellent understanding of the extensive information

provided by school leaders on how well pupils achieve and so are able to provide a high level of challenge. They are therefore fully aware of how the school compares to others nationally and so can contribute well to the school's evaluation of its performance and to plans for the future.

- Governors also receive excellent information about the quality of teaching and know where the strengths are and what needs to be done to improve further. They are increasingly making visits to work with school staff and speak to pupils. Governors attend meetings between senior leaders and teachers when pupils' progress is discussed.
- The Governors' Development Plan identifies actions to improve the overall performance of the governing body and individuals within it. Governors attend training run by the local authority and other organisations and so are continually improving their knowledge and skills.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils both in the school and in the specialist resource unit is good. Pupils are keen to learn and work hard. They listen carefully to their teachers and work well together when the opportunity is given to them. Pupils move around the school sensibly and play with consideration for others at break times.
- The pupils enjoy the opportunities they are given to take on extra responsibilities. Pupils enjoy taking visitors on tours of the school and talking to them about their work. At lunchtimes, Year 6 pupils organise games for younger pupils in their role as play leaders. Older pupils also look out for pupils who may not be happy and try to make them feel better. Pupils take their role in being on the school council seriously and Year 6 pupils wear their 'leavers' fleeces with pride.
- Parents believe that their children are happy in school and that behaviour is well managed. This was borne out by what the pupils said and what inspectors observed.
- Pupils understand the high standard of behaviour that is expected of them. In lessons, only occasionally does their behaviour fall short of excellent, usually when the quality of teaching is less strong. This causes them to sometimes lose concentration.
- Attendance is broadly average and the school's efforts to improve punctuality are ensuring more pupils are arriving at school on time.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders and governors are extremely thorough in ensuring that all staff are very well trained to recognise signs of possible child abuse and how to deal with it if they have concerns.
- Systems to ensure the school site is secure are excellent. Nobody is allowed on the school site without the necessary security clearances or without being accompanied by an adult. There are even additional security measures taken to ensure a temporary classroom, separate from the main building but within the school grounds, is safe from possible intruders.
- Leaders, including governors, ensure that all aspects of health and safety meet requirements. They commission regular checks and undertake their own audits to ensure that policies and procedures are being followed. In the early years, children are involved in daily safety checks.
- Pupils are free of any prejudice-based bullying, including racist and homophobic language. Pupils say it does not happen but even if it did it would be dealt with quickly. Pupils have a strong awareness of what constitutes bullying, including how they can be targeted through electronic media. E-safety is a high priority in the school. There are reminders in displays around the school, including some produced by pupils.
- All but a tiny number of parents who responded on Parent View or were spoken to by inspectors felt their children were safe in school and were well looked after. Pupils felt completely safe.

## The quality of teaching is good

- Teaching is consistently good across the school and there are areas where teaching is even stronger. Teachers have benefitted from the training they have received to improve their subject knowledge in reading, writing and mathematics. This is enabling them to plan effectively for the range of different abilities so that all groups make at least good progress.
- Reading is very well taught. Teachers promote reading very well. The library is well resourced and there are displays of books related to the topics pupils are studying in most classrooms. Pupils are regularly

exposed to texts which are challenging from a range of sources, including from electronic media.

Additional lessons and extra support in lessons help those pupils whose first language is not English. They quickly acquire confidence in communicating in English.

- Pupils are keen to write. Teachers have high expectations about handwriting and presentation and how much pupils write. Because pupils are taught to write within a wide range of contexts, they are confident in a range of different styles and genres. In Year 6, some pupils were able to explain to the inspector the effect of using the passive and active voice in their writing.
- The use of a multi-sensory teaching programme using visual images is having a significant impact on helping pupils to develop their understanding of number. Teachers and additional adults are well trained in how to use it and so pupils at an early stage of understanding how numbers work are making excellent progress. Throughout the school, strong initial foundations are built on well, and evidence from pupils' work books and what they are able to do in lessons show they are taught well. In the week before their statutory assessments, Year 6 pupils were very confident solving a range of different questions, drawing on a wide range of mathematical knowledge.
- Teachers enjoy very good relationships with pupils. They manage their behaviour well and, because pupils know they will be helped if they make mistakes, are confident to have a go at anything they are asked to do.
- Pupils' work is marked regularly and they receive good feedback on how well they are doing and what they need to do to improve. On occasions, some teachers do not check on the understanding of pupils regularly enough during lessons and so pupils are not always sure what they are doing. This sometimes slows down their progress.
- Additional adults provide strong support, particularly for those pupils who are disabled or have special educational needs. This contributes very well to the excellent progress they are making. They are also well trained to successfully deliver the range of additional intervention programmes the school provides for pupils who are falling behind.
- Highly skilled adults in the specialist resource unit ensure that the individual needs of the pupils are very well met. This enables them to learn well and easily integrate into the mainstream classes for some of their lessons.
- Since the previous inspection, the school has rightly focused on developing teachers' subject knowledge in English and mathematics. The school has identified that more work needs to be done to develop the subject knowledge of some teachers in subjects other than English and mathematics so that progress is even faster.

### **The achievement of pupils** is good

- The attainment of pupils at the end of the Key Stage 2 national tests in 2014 was well above average. This contrasts sharply to the attainment in the year before the previous inspection, when it was below average, and in 2013, when it was broadly average. The school's data and inspection evidence indicate that the current Year 6 are well above average. This is because the progress of pupils is now consistently good in reading, writing and mathematics across the school. Progress in some year groups, most notably in Year 5 and Year 6, is rapid.
- Disabled pupils and those who have special educational needs in the main school make excellent progress. The high level of skill of those who deliver additional support is enabling most pupils to make rapid progress in reading, writing and mathematics. The same high level of skill in the specialist resource unit meets the pupils' needs very well. It enables pupils to make similarly excellent progress.
- Children are given a good grounding in phonics (letters and sounds they represent) in Early Years and this is built on very well in Year 1. In 2014 a high proportion of pupils exceeded the levels expected of them in the Year 1 phonics screening check. They continue to make good and better progress throughout their time in school. Two thirds of pupils attained Level 5 at the end of Year 6 in 2014 tests. As well as being fluent and confident readers, they have also developed a strong love of and interest in books and reading.
- Although broadly the same proportion of disadvantaged pupils attain national averages in reading, writing and mathematics, fewer achieve the higher levels than their classmates. In the 2014 Key Stage 2 national tests, the attainment of disadvantaged pupils was broadly similar to other pupils' in reading, four months behind in mathematics and six months behind in writing. Compared to their classmates they were eight months behind in reading, just under a year in writing and well over a year in mathematics. Progress in reading and mathematics through Key Stage 2 was faster than that of other pupils nationally and broadly similar in writing. Compared to their classmates their progress was a little faster in reading and broadly similar in writing and mathematics. The school's data and inspection evidence indicate that attainment

gaps are narrowing.

- The progress of the most able pupils is good, with nearly all pupils who obtained the higher levels in Key Stage 1 reaching the same high levels in reading, writing and mathematics at the end of Key Stage 2 in 2014. A significant number reached the very highest levels in mathematics. The progress of the most able pupils through Key Stage 1 is also good. A high proportion of pupils achieve the higher levels in reading and mathematics.
- Pupils from minority ethnic backgrounds achieve as well as other pupils. Pupils whose first language is not English often make faster progress than their classmates. The school gives them good support to learn English. The fact that all groups of pupils are making at least good progress shows the school is successful in promoting equality of opportunity for learning for all.

### The early years provision

is good

- The progress of children in the Nursery and Reception classes is good. Children enter the school with skills and knowledge that are below levels typical for their age. Some children have very limited ability to communicate in English. In 2014 a lower proportion than nationally achieved a good level of development at the end of Reception. The school's data and inspection evidence indicate that it is likely to be closer to national averages this year which will help more children to be well prepared for Year 1.
- The provision both inside the classroom and in the extensive space outside the classroom is good. There are plenty of interesting things for the children to do. Children develop their curiosity because the activities sustain their interest for significant periods of time. Children were fascinated searching for minibeasts and recording them in a list. Another group of children were role playing a 'cycle wash', ensuring that everyone paid to have the job done.
- Adults interact with children well. They are well trained and know the children very well. This enables them to plan activities which interest the children and help them to learn well.
- On occasions children who are most able are not challenged sufficiently. Sometimes what they are asked to do limits the opportunities they have to deepen their thinking and do more difficult work. For example, one activity only involved pupils working with relatively small numbers when some children were confident with higher ones.
- Children's behaviour is very good. Adults have high expectations of children's conduct. Children cooperate with each other well and learn to respect each other's cultural differences. Children share books in different languages and make and eat chapattis together.
- Leadership and management are good and there is a strong focus on raising standards of achievement, personal development and well-being. The external support leaders have received from the local authority adviser has helped to improve provision, particularly in the Nursery class.
- Partnerships with parents are good. Parents are given every opportunity to find about how their children are learning and encouraged to contribute information that help teachers plan learning based on children's interests.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.



## 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>	102494
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	454982

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>	722
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jerry Folkson
<b>Headteacher</b>	Gary Murrell
<b>Date of previous school inspection</b>	9–10 May 2013
<b>Telephone number</b>	020 8560 3978
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