

# Marish Primary School

Swabey Road, Langley, Slough SL3 8NZ

<b>Inspection dates</b>	18–19 November 2015
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

- Leaders and governors have successfully tackled the issues identified in the last inspection. They have securely established improvements in the quality of teaching and pupils' achievement.
- Teaching is now typically good. Teachers plan purposeful lessons so that pupils learn well.
- Pupils work hard and concentrate on their learning. Good behaviour and attitudes to work help them to achieve well.
- Outcomes are good. From starting points that are below those that are typical for their age, pupils make good progress, particularly in writing and mathematics. They reach standards that are similar to the national averages by the time they leave.
- Children in the early years achieve well. Effective leadership and teaching ensure that they make good progress.
- Pupils are exceptionally cooperative, courteous and kind to one another. They reflect the high levels of respect shown by adults towards them. They listen to others' views and contribute mature ideas to discussions.
- Pupils' spiritual, moral, social and cultural development is a strong feature. Pupils value and respect everyone equally, regardless of race, ethnicity or belief. They are well prepared for life in modern Britain.
- The knowledgeable governing body successfully supports and challenges the school's leaders to maintain an improving picture.
- The school's work to keep pupils safe is very thorough and highly effective.
- Disabled pupils and those with special educational needs achieve as well as others in the school. Those who speak English as an additional language make good progress from their starting points.

## It is not yet an outstanding school because

- Pupils' progress in reading is not as rapid as it is in writing and mathematics.
- Teaching is not yet outstanding. Some teachers are not fully confident in using new systems to gauge pupils' progress in reading.
- The attendance of pupils is beginning to improve, but is below national averages.

## Full report

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

- Work more closely with the families of those pupils with the most absence to improve attendance levels.
- Improve teaching to outstanding in order to ensure that more pupils, including the most able, make better than expected progress in reading by:
  - giving pupils, particularly those in the older year groups, more opportunities to practise and develop their reading skills in order to accelerate their learning
  - ensuring teachers become adept at using the newly introduced reading system to improve their awareness of what pupils still need to do to improve.

### Inspection judgements

#### Effectiveness of leadership and management is good

- The executive headteacher and associate headteacher lead well. Their uncompromising drive to raise standards, coupled with good quality training and development for staff, has brought about rapid improvements in teaching and pupils' achievement. A collaborative, positive team spirit pervades all aspects of the school's work. This ensures that the school meets its aim of 'becoming a learning community without walls, which empowers all its members to become leaders and make a positive difference'.
- Central to the school's caring approach is the importance of each pupil. All adults make increasingly accurate checks on pupils' progress and are helping to support each individual. Pupils flourish in an atmosphere of mutual respect and a safe and happy environment. Staff and pupils do not tolerate discrimination of any sort.
- Teaching has improved, largely because leaders have helped staff to improve their practice following observations of lessons and checks on work produced by pupils. Staff understand the link between salary progression and pupils' better achievement.
- The school has an accurate view of its work. Leaders ensure that plans for development are carefully considered and they accurately identify aspects of the school's work in need of further improvement. They review how successful these have been in raising pupils' achievement and make changes where needed. For example, leaders have identified the need to improve pupils' progress in reading.
- Middle leaders contribute to school improvement effectively. They have revised the school's subject teaching so that it reflects the high expectations of the revised National Curriculum. Middle leaders help to check and improve the quality of teaching.
- The revised curriculum meets pupils' needs well and provides well for their equality of opportunity. It provides a good range of quality activities that promote enjoyment and a love of learning. This broad and balanced range of activities enable pupils to develop their basic skills, including literacy and numeracy skills, well.
- The school uses pupil premium funding appropriately. The effective monitoring of disadvantaged pupils' progress shows that, overall, the funding has a positive impact on pupils' rates of progress.
- The school makes good use of the primary physical education and sports premium. The school employs sports coaches to teach pupils and develop staff expertise. Pupils take part in competitions and enjoy new sports such as Olympic wrestling. The school has actively and successfully engaged pupils who do not usually enjoy sports. Pupils enjoy taking part in the 'Children's university', which encourages them to try new experiences and acquire new skills.
- Pupils articulate maturely what it means to be part of the school community. The values of care and respect underpin the work of the school. As one pupil explained to an inspector, 'There are children from different countries and cultures here but we are all one team'. Pupils of all backgrounds, including those with disabilities, play and learn well together. This provides very good preparation for life in modern Britain.
- The school's 'wrap around' care in the form of before- and after-school clubs is well led and managed. Pupils who attend the breakfast club get a meal and get a chance to take part in a range of activities. They are then well prepared for the day.

- The school provides helpful support to leaders and teachers alike. A comprehensive programme of activities, including staff training and curriculum support, is contributing well to the school's improvement.
- **The governance of the school:**
  - Governors share school leaders' ambitions for the school and have improved their ability to support the school and to hold its leaders to account. They know how well pupils are achieving compared with those in other schools nationally.
  - Governors have fully supported school leaders in eliminating inadequate teaching. They understand about the quality of teaching and the improvements still needed to move it to outstanding. They are fully aware of the management of teachers' performance and how this helps not only to reward good teaching, but also to eradicate weaknesses in relation to pupils' progress.
  - Governors keep a close eye on the differences made by the use of funding for disadvantaged pupils and its impact on their progress and on the impact of the additional money for sports.
- The arrangements for safeguarding are effective.

### **Quality of teaching, learning and assessment is good**

- Teaching, pupils' learning and assessment have improved since the last inspection and are now good. Visits to lessons and work seen in pupils' books show that the teaching of literacy and numeracy skills has improved to good levels.
- Relationships between teachers and pupils are excellent and, as a result, pupils work hard, are willing to take risks and want to do well. There is a strong learning ethos in the school. Pupils are confident to ask if they do not understand, as they know teachers will help them.
- Evidence in books and other inspection activities shows that the teaching of writing is good. Pupils are taught different styles and to write for a range of purposes. There are good opportunities for short pieces and sustained writing in lessons, and special 'Big Writing' days to boost their enthusiasm.
- Teachers work closely and effectively with skilled teaching assistants to make sure that disabled pupils and those with special educational needs are fully included in, and benefit from, all classroom activities.
- Teachers mark pupils' work regularly, and provide useful feedback for them. Teachers' comments offer guidance that is specific to individual pupils so that they know what they need to do to improve. Pupils' responses show that they act on teachers' advice.
- In mathematics, pupils acquire a good knowledge and understanding of calculation and mathematical operations. They apply their knowledge and skills well to solve challenging and relevant problems. For example, pupils in a Year 6 class made good progress when multiplying improper fractions. They effectively applied their knowledge of times tables to work out challenging questions.
- Leaders have introduced a new system whereby teachers evaluate pupils' progress in reading. This is having positive effects on identifying what pupils need to do to make better-than-expected progress in reading. However, some staff lack confidence in using this process and this has a restricting effect on some pupils' rate of progress, including the most able.
- Teaching is preparing pupils well for their next school and life beyond. They are developing into enquiring and interested learners.

### **Personal development, behaviour and welfare is good**

#### **Personal development and welfare**

- The school's work to promote pupil's personal development and welfare is outstanding.
- Pupils are exceptionally respectful and caring of each other. One pupil said, 'This is a positive and lovely school, you are never alone as there are always lots of people to play with'. Another pupil said, 'We work as a team to help our future'.
- Inspectors were very impressed with the exceptional good manners and the community spirit all pupils have. Pupils have a clear sense of belonging and this is because leaders have developed a climate that encourages all pupils to embrace differences in cultures and beliefs.
- Most parents agree that their children feel safe, and are well looked after and happy at school.
- Staff training in child protection and safeguarding issues is highly effective. Pupils say confidently that they

are exceptionally well looked after and there is always someone with whom to share a problem.

- Pupils have an excellent understanding of different types of bullying, including online cyber-bullying. Through assemblies and personal, social, health and economic education, pupils know how to stay safe in a range of situations. This includes when using the road and when exposed to potential hazards. Pupils also have an appreciation of e-safety. They apply their understanding to everyday situations as they arise.
- Some parents who completed the Ofsted Parent View questionnaire raised behaviour and bullying as a concern. Inspectors considered a range of evidence, which shows that bullying and racist incidents are rare. Pupils who spoke with the inspectors confirmed this was the case.
- School staff work highly effectively with external agencies to support children and their families.

### **Behaviour**

- The behaviour of pupils is good. Pupils are positive about their learning and are proud of their school.
- Pupils enjoy taking on additional responsibilities. For example, the 'Young leaders' encourage pupils to play games during break times and respect everyone within their community.
- Conduct in and around the school is typically good and pupils say that they follow the school rules. When pupils come together, for instance in the dining hall, they are polite, courteous and show that the school is a happy, harmonious community.
- Pupils' attendance is lower than national averages. The impact that religious holidays have on attendance is noticeable. The leaders of the school have worked hard at improving this and there are signs that attendance is improving, especially for pupils who are persistently absent.

### **Outcomes for pupils**

### **are good**

- Outcomes for pupils have improved to good levels since the last inspection.
- Children join Reception with skills below what is typical for their age. A high level of challenge and good teaching ensure that they achieve well throughout the school. By the end of Year 6, their attainment is similar to national averages and shows that they have made good progress over time.
- Children make good progress in the early years provision, and by the end of the Reception year, the percentage of children who achieved a good level of development is above average.
- Pupils make good progress in Years 1 and 2. The phonics screening check at the end of Year 1 shows that pupils learn well and that the teaching of phonics is good. In the last phonics screening check in 2015, the proportion reaching the expected standard was above average. By the end of Year 2, pupils are currently working at standards that are above average in reading, writing and mathematics.
- In 2015, the proportion of pupils who achieved the expected level in mathematics and writing was in line with national figures, reading attainment was below. In 2015, a fifth of the Year 6 pupils were disabled, or had special educational needs, and this influenced the levels reached. In addition, the proportion of pupils joining or leaving the school outside of the usual times had a negative impact on progress for some and their results.
- Scrutiny of pupils' work and observations of teaching indicate that pupils in Key Stage 2 are currently making good progress. However, more work needs to be done to ensure that more pupils make better than expected progress in reading.
- The school provides a good level of challenge for the most-able pupils in Key Stage 1. In 2015, the proportion of pupils achieving the higher Level 3 in reading, writing and mathematics was above average. The most-able pupils do not always reach the standards of which they are capable, especially in reading at the end of Key Stage 2. Not enough of the most able make more progress than expected in reading.
- Disabled pupils and those with special educational needs have good support, which is suited to their specific needs, by teachers and teaching assistants. This is also the case for those who speak English as an additional language. They are currently making, at least good progress from their individual starting points.
- Pupils in the resource base for complex needs make good progress. Whenever possible, the school helps these pupils work within mainstream classes. Highly skilled key adults provide effective support on a one-to-one basis. This demonstrates that the school strongly promotes equality of opportunity.
- Pupils from ethnic minority groups achieve well. Those who speak English as an additional language, particularly those at an early stage of English, also achieve well, as they have effective support from teachers and bilingual staff.
- The performance of disadvantaged pupils in reading, writing and mathematics in the 2015 national tests

indicated that they were just less than three terms behind other pupils nationally. The results also showed that they were one and half terms behind other pupils in the school. Current checks on these pupils' progress show that these gaps are closing rapidly. This shows the school's success in narrowing significantly the gaps between the attainment of disadvantaged pupils and their peers in the school and nationally.

### **The early years provision**

**is good**

- The early years provision is well led and managed. The setting provides a stimulating environment where children learn and thrive. Adults plan and provide a wide range of exciting indoor and outdoor learning activities.
- Teaching is good. Adults quickly and accurately assess the children's skills and understanding when they arrive in Reception. The staff closely check children's ongoing progress and adapt planning accordingly.
- Pupils' outcomes are good. They communicate well and develop their early writing skills effectively. Their knowledge of numbers develops well. However, sometimes teachers miss opportunities to accelerate the children's learning, so they make good rather than outstanding progress.
- Children behave well and learn how to keep themselves safe, moving around in an orderly and calm way. Staff work well with parents to reinforce the importance of home learning. Children's spiritual, moral, social and cultural development is good, and, as a result, they work happily and very well together. They participate fully in all activities and clearly enjoy their learning.
- The provision is a safe place to learn because the safety and well-being of every child is at the forefront of everything the school does.

## School details

<b>Unique reference number</b>	138166
<b>Local Authority</b>	Slough
<b>Inspection Number</b>	10001641

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>	School converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	682
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Uzema Ahmad
<b>Headteacher/Principal/Teacher in charge</b>	Gill Denham
<b>Telephone number</b>	01753819900
<b>Website</b>	<a href="http://www.marishschooltrust.co.uk">www.marishschooltrust.co.uk</a>
<b>Email address</b>	<a href="mailto:head@marishandwillow.co.uk">head@marishandwillow.co.uk</a>
<b>Date of previous inspection</b>	7–8 May 2014

## Information about this school

- This is larger than average-sized primary school.
- The proportion of pupils from ethnic minority groups is above average. The biggest groups in the school are White British, Pakistani, Indian and any other White.
- A well-above average proportion of pupils speak English as an additional language.
- The proportion of pupils eligible for the additional pupil premium funding is above average. The pupil premium is additional funding for those pupils who are eligible for free school meals, those who have been eligible for free school meals at any time in the last six years and children in care of the local authority.
- The proportion of disabled and those with special educational needs is broadly average.
- The number of pupils joining or leaving the school partway through their primary education is higher than usual.
- Children in the early years attend full-time provision in the Reception.
- The school has a resource base for pupils with complex needs.
- There have been changes in leadership since the last inspection, with the appointment of a new associate headteacher and a new Chair of Governors.
- The school runs a breakfast and after-school club for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Marish Academy Trust and the executive headteacher leads Willow Primary School, which is the other school in the trust.

## Information about this inspection

- Inspectors observed learning in 43 lessons; 25 of these were joint observations with the headteacher, associate headteacher and deputy headteachers.
- Inspectors held meetings with school staff, members of the governing body, parents and carers.
- The inspectors observed the school's work. They looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance and pupils' work in books.
- Inspectors held discussions with several groups of pupils, as well as informal conversations with other pupils during lessons and at breaktimes. Inspectors listened to pupils read and talked to them about the books they enjoy.
- Inspectors took account of 42 responses from parents to the Ofsted online questionnaire (Parent View) and the school's own surveys.
- Inspectors took into consideration 45 responses to the staff questionnaire.

## Inspection team

David Harris, lead inspector	Ofsted Inspector
Kathryn Hobbs	Ofsted Inspector
Lynn Martin	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector

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