

Inspection of Marlborough School

Ferndale Road, Falmouth, Cornwall TR11 4HU

Inspection dates: 8 and 9 February 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils, staff, parents and carers, and governors are proud to be part of Marlborough School. Pupils told inspectors that the school motto, 'a rising tide lifts all ships', reflects how well pupils care for each other. Pupils feel happy and safe because staff respond to their needs well.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils flourish in an environment where only their best effort is good enough. Leaders ensure that pupils can express themselves and be creative. Pupils enjoy seeing their high-quality artwork displayed.

Pupils are polite and kind. Their 'Marlborough manners' remind them how to behave well. Pupils move around the building in a calm and orderly manner. They know about the different types of bullying and struggle to remember a time when bullying has occurred. They are confident that adults would step in if it were to happen.

Parents appreciate the warm welcome they receive from leaders each morning. One parent told inspectors, 'Marlborough enables pupils to be happy, kind and caring individuals.'

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum that engages and excites pupils. It begins as soon as children start school in Reception. Leaders have considered what they want pupils to know and remember in most subjects. Leaders bring the curriculum to life through a vast range of real-life experiences. However, in some subjects, learning is not ordered and sequenced well enough to enable pupils to build up their knowledge as well as they should. As a result, some pupils have gaps in their knowledge in a few subjects.

Pupils, including those with SEND, progress well through the planned curriculum. Leaders identify pupils with SEND early and plan effectively to meet their needs. These pupils achieve well. Parents appreciate the personalised support the school offers.

Curriculum leaders know their subjects well and share their expertise with other teachers. However, they do not consistently check what pupils have remembered over time. Teachers are sometimes unsure what pupils know or can do. Consequently, learning does not always build on what pupils already know.

Children in early years get off to a flying start. Staff encourage them to be independent and curious learners. The learning environment, both indoors and outside, is vibrant. Children learn through well-planned opportunities. They take turns and share with each other well. Leaders plan a range of activities for children to learn new words. Children learn to read as soon as they start in Reception. They receive high-quality phonics teaching. Pupils read books that contain sounds with

which they are familiar. As a result, most pupils are confident and fluent readers by the end of Year 2. Their comprehension skills develop well. Teachers skilfully support pupils who struggle. These pupils receive the right help to catch up.

Staff are proud to work at the school. They feel valued and listened to by leaders. Staff praise leaders for considering their well-being through a period of change. Parents speak highly of the changes at Marlborough School. They appreciate leaders' drive to ensure that pupils are well-rounded and responsible citizens.

Pupils are confident and enjoy being part of the 'Marlborough team'. Pupils learn about different types of relationships. They understand that healthy relationships depend on trust. Pupils know that mutual respect is important. Leaders have created a respectful culture in which learning is rarely disturbed. Pupils feel able to talk to a member of staff about any worries. Pupils have positive attitudes to learning. They enjoy contributing to school life through being members of the school parliament. Pupils know what it means to keep healthy. They take part in regular community sports activities.

Leaders are keen to ensure that pupils experience the world beyond their local area. Pupils are given opportunities to try new activities and to experience different cultures. Pupils understand equality. They told inspectors, 'differences are what make people special'.

Governors support and challenge leaders well. They access a range of training to enable them to fulfil their responsibilities. Governors hold an accurate view of the quality of education provided by the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have up-to-date safeguarding training. This enables them to identify when a child may be at risk. Leaders know the local community well. They secure the right support for families when they need it. Pupils know how to keep safe, including when online. They know where to get help if they need it.

Leaders make the appropriate checks on staff who join the school. They record the checks accurately on the single central record. Governors have the knowledge to check that safeguarding procedures are working well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have started to refine the wider curriculum. However, the curriculum in some subjects is not sequenced in the best way to help pupils know and remember more. As a result, there are still some gaps in pupils' knowledge and

understanding. Leaders must ensure that pupils learn knowledge in a coherent and logical order in all subjects.

- Leaders have not ensured that teachers' use of assessment is consistent across subjects. As a result, teachers are sometimes unsure what pupils know or have remembered over time. Leaders need to ensure that assessment is used effectively across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111978
Local authority	Cornwall
Inspection number	10211736
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Simon Brown
Headteacher	Abigail Squibb
Website	www.marlborough.cornwall.sch.uk
Date of previous inspection	17 and 18 April 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in 2019.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the special educational needs coordinator, members of staff and representatives from the governing body. An inspector spoke to a representative from the local authority on the telephone.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors checked the procedures for keeping pupils safe.
- An inspector spoke to parents as they arrived at school.
- An inspector checked all survey responses, including 26 from staff and 121 from parents. Inspectors took account of the 89 responses to Ofsted's free-text service on Parent View.
- Inspectors met with pupils to find out what it is like to be part of the school.
- Inspectors looked at the school's plans for improvement, minutes of governing body meetings and monitoring documents from the local authority.

Inspection team

Jane Dennis, lead inspector

Her Majesty's Inspector

Mark Lees

Ofsted Inspector

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