

# Inspection of a good school: Marion Richardson Primary School

Senrab Street, London E1 0QF

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Inspection dates:

17 and 18 January 2023

## **Outcome**

Marion Richardson Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils are proud members of this school. They enjoy their learning because teachers help and support them. Pupils behave exceptionally well because all staff have high expectations of every pupil. Pupils are extremely polite and courteous, respecting everyone equally. They are highly motivated and enthusiastic learners.

Leaders have developed a well-sequenced curriculum. This means that across a range of subjects, pupils achieve highly and remember important information over time.

Pupils are happy and safe. They show respect and kindness towards others and work hard to demonstrate the values of the school at all times. Pupils are not worried about bullying, because it rarely happens. If it does happen, staff work quickly so it stops.

Pupils enjoy attending the range of clubs on offer from musical theatre and gardening club to Kung-fu. These are well attended.

Leaders provide many opportunities for pupils to take on positions of leadership. Leaders listen to pupils and value their opinions. For example, school council representatives wrote to the headteacher requesting a school pet to develop pupil responsibility and to support their well-being. Leaders and pupils worked together and now the school has a rabbit that pupils look after and visit regularly.

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

Leaders and staff have designed an ambitious curriculum that meets the requirements of the national curriculum. They have given careful thought to what pupils need to know at each stage of their education and have clearly set out exactly what knowledge they want pupils to remember in the long term. Leaders' curriculum thinking in every subject starts

from the early years. The early years curriculum is sequenced to ensure that children build key knowledge and skills, so they are ready for the next stages of their learning. Throughout the school, teachers use well-chosen resources and activities so that pupils, including those with special educational needs and/or disabilities (SEND), access the same learning.

Teachers have very good subject knowledge. They explain concepts carefully so that pupils understand new content securely. Teachers address pupils' misconceptions and provide support quickly. Teachers provide many opportunities for pupils to collaborate and work closely with their peers.

Teachers regularly check what pupils know and understand. They use this information effectively, to adapt teaching and address any gaps in pupils' understanding. Pupils acquire detailed knowledge and understanding in a wide range of subjects. They have frequent opportunities to practise and revisit knowledge and skills, making links to their current learning. As a result, pupils confidently recall knowledge from their previous learning and can explain how what they are learning now follows on from this.

Reading is at the heart of the curriculum. Staff are highly skilled in the teaching of phonics. This means they are consistent in their teaching. Pupils are given books to practise reading that are matched to the sounds that they know. This helps to improve pupils' confidence and fluency. Staff quickly identify pupils who may need extra support, and they make sure this is put in place. In the early years, rich texts help broaden children's curiosity and develop a love for reading. For example, children join in enthusiastically with the repetitive text of a familiar story.

All staff have high expectations of pupils' behaviour. Pupils know what is expected of them and work hard to meet these standards. Pupils are enthusiastic about learning. They are engaged and motivated in class. This means that the curriculum can be taught without interruption.

Leaders provide a wide range of opportunities to enhance pupils' experiences. For instance, pupils in Year 6 visit financial institutions in London to learn about finance. Pupils learn to debate and consider other points of view. For example, pupils in Year 3 debate whether the loss of lives on Captain Scott's expedition was a result of bad planning or not. Pupils also learn public speaking skills. Leaders organise well-considered visits for children in the early years. Children visit the local fire station to develop a deeper understanding of the people who help them.

Pupils learn about positive relationships and differences, both within the school and beyond. For example, in the early years, children learn about being special and in Year 2 pupils are taught about stereotyping.

Leaders ensure that pupils experience a range of leadership responsibilities that make a difference to the school. For example, the eco-squad wrote to the school catering company sharing their concerns about excess packaging on some foods. As a result, the company took action and reduced plastic packaging.

Leaders have created a very happy and inclusive environment for both staff and pupils. Leaders support staff to fulfil their responsibilities. They make sure that the workload is manageable and staff value this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority here. Staff understand their responsibilities. Staff receive regular safeguarding training and updates. They know what to look out for and how to report any concern that they may have. Leaders keep detailed records and work closely with other agencies to ensure that pupils are kept safe. Leaders follow up on any concerns swiftly and appropriate actions are taken to reduce the risks to pupils' welfare. Pupils benefit from a range of effective pastoral support.

Leaders provide opportunities for pupils to learn about possible risks. This supports pupils' understanding of how to keep safe.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

## **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.

## **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

<b>Unique reference number</b>	100911
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10255482
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	530
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Owen-Lloyd
<b>Headteacher</b>	Julia Burns
<b>Website</b>	<a href="http://www.marionrichardson.towerhamlets.sch.uk">www.marionrichardson.towerhamlets.sch.uk</a>
<b>Dates of previous inspection</b>	28 and 29 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is in a federation with Mowlem Primary School. The school's executive headteacher works across both schools.
- Marion Richardson amalgamated with an early years setting in September 2022.
- The school runs a breakfast club and an after-school club.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and members of the senior leadership team to discuss school development and behaviour logs.
- The inspector met with members of the governing body. She also met with representatives of the local authority.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, she discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- The inspector also spoke to leaders and looked at samples of pupils' work in history and science.
- The views of pupils, parents and staff were gathered through discussions and through Ofsted's online surveys.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- The inspector reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

### **Inspection team**

Deborah Walters, lead inspector

His Majesty's Inspector

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