

# Inspection of Marlborough Road Academy

Dudley Street, Salford, Greater Manchester M7 4XD

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Inspection dates: 7 and 8 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils thoroughly enjoy coming to this school, where they feel happy and safe. Pupils enjoy learning and socialising with their friends. They are very proud to be members of Marlborough Road Academy.

An array of opportunities is available for pupils to demonstrate that they are active and caring citizens. Pupils are passionate about their school, the local area and the environment. They develop different community projects. For example, pupils recently presented their school allotment initiative and ideas to help the homeless to audiences in different venues, including at Oxford University.

Pupils have an in-depth understanding of British values. They have an extensive knowledge of cultural and religious diversity. Pupils challenge discrimination and promote equality. Bullying is dealt with quickly and efficiently by leaders and staff, should it ever occur.

Staff expect pupils to behave and achieve well. Adults also motivate pupils to become resilient, conscientious and hard-working learners. Pupils respond positively to these expectations. They conduct themselves with maturity and they learn well.

Pupils are ambitious. They embrace the extensive range of opportunities available for them to pursue their interests in areas such as music and sport. Pupils excel in inter-school football and athletics competitions and tournaments. They enjoy concert performances, including piano concertos, and visits to a wide range of museums, art galleries and theatres.

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

Leaders, governors and staff have created an interesting and coherent curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is broad and balanced. In each subject and in early years, leaders have identified what pupils will learn and when this will happen. Added to this, the academic curriculum is supplemented with high-quality enrichment experiences that significantly enhance pupils' learning and development.

At the end of Year 6 in 2022, some pupils did not achieve well in public examinations in some subjects. This does not reflect how well current pupils are learning. The school's curriculum is delivered well by teachers who have strong subject knowledge. Leaders' well-conceived curriculum is ensuring that most current pupils achieve well in different subjects. Children in early years are well prepared for Year 1.

In most curriculum areas, teachers know how effectively pupils are learning. Typically, they check the security of pupils' understanding of topics and concepts before moving on to new learning. That said, in a few areas, pupils are not learning all that they could. This is because some teachers do not provide sufficient opportunities for pupils to revisit and consolidate their learning.

Leaders have generated a keen interest in reading across the school. Pupils are familiar with the work of many different poets and novelists. Pupils recently worked in partnership with staff to select their favourite reading materials for the new school libraries. Leaders make available an extensive collection of additional class books, which further enhances pupils' reading abilities.

Pupils benefit from a well-organised and skilfully taught phonics programme. Staff have been well trained to deliver this programme. Children in the Reception class learn phonics right from the start. In the Nursery class, children enjoy listening to nursery rhymes and learning new words.

Many pupils enter the school at different points during the academic year. Some of these pupils speak English as an additional language (EAL). Leaders ensure that pupils who speak EAL are well supported to learn to read. Other pupils who find reading more difficult are equally well assisted to improve their reading knowledge. Typically, from their different starting points, most pupils are well supported to develop their reading fluency and accuracy.

Leaders identify pupils with SEND quickly. Leaders successfully work with different specialists and with parents and carers to make sure that pupils get the extra help that they need. Leaders ensure that the curriculum is adapted so that pupils with SEND can access the same learning as their peers. Leaders make certain that additional support is carefully designed so that pupils with SEND, including those in early years, do not miss out on any aspect of the curriculum.

Pupils are well mannered and respectful. Children in early years are curious about the world around them. They listen carefully during story times. Pupils understand that attentiveness is a key element of successful learning. Staff and pupils ensure that lessons are rarely disrupted by poor behaviour.

Pupils represent the school exceptionally well through the many leadership and ambassadorial roles that are available to them. Pupils thrive when attending athletics, origami and karate clubs. Leaders teach pupils to aim exceedingly high. Visitors, including doctors, police officers and firefighters, talk to pupils about their professions. Pupils are inspired by visiting local artists and well-known children's authors. Pupils exercise regularly and eat healthily. They have a deep sense of social justice. Pupils proactively organise different events, such as school dances, to raise money for different charities and a school in Uganda. Leaders' approach to designing activities to promote pupils' wider personal development is excellent.

Governors and trustees challenge and support leaders effectively. They know how well pupils are achieving and they keep a close eye on the overall quality of education that pupils receive.

Staff are positive about the school. They told inspectors that leaders are mindful of their mental health and workload. Parents praise the school for the way in which their children are educated and looked after.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are acutely aware of pupils' vulnerabilities. All staff are vigilant in adhering to the school's safeguarding policies and procedures. Staff know how to spot potential signs of neglect and abuse. If they are concerned about a pupil, they record and report their concerns immediately.

Safeguarding leaders regularly update staff on matters relating to safeguarding. Leaders also ensure that staff are familiar with the government's latest guidelines in 'Keeping Children Safe in Education'. When necessary, leaders consult with external professionals to make sure that pupils get the support that they need.

Pupils learn how to use the internet safely.

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

### (Information for the school and appropriate authority)

- In a few subjects, teachers do not allow sufficient time for pupils to revisit and consolidate important learning. This hinders some pupils from learning all that they could. Leaders should ensure that teachers design activities that allow pupils to revisit and recap important learning. This is so that pupils remember more subject content and so that they achieve all that they should.

## 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>	146792
<b>Local authority</b>	Salford
<b>Inspection number</b>	10268407
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Richard Greenhalgh
<b>Principal</b>	Judith Richens
<b>Website</b>	<a href="http://www.marlboroughroad.org">www.marlboroughroad.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Leaders do not make use of alternative provision.
- The school became a part of United Learning, a multi-academy trust, in January 2019.

## Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal and vice-principals. They also held meetings with other leaders, including those responsible for pupils with SEND, those responsible for early years provision, and leaders with responsibility for pupils' attendance and for pupils' behaviour, welfare and personal development.
- Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. They also scrutinised safeguarding information,

including the school’s safeguarding policy. Inspectors talked with pupils about their safety and welfare. They examined a range of policies and documents.

- The lead inspector met with members of the local governing body. He also met with the primary regional director from United Learning.
- The lead inspector held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, geography, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors met with pupils to discuss their learning in some other subjects.
- The lead inspector observed pupils reading to school staff. He held a discussion with pupils that focused on reading.
- Inspectors spoke with staff about their workload and well-being.
- The lead inspector met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. He also considered responses to Ofsted’s staff survey. There were no responses to Ofsted’s pupil survey.

## Inspection team

Lenford White, lead inspector	Ofsted Inspector
Alex Farrow	Ofsted Inspector
John Hanley	Ofsted Inspector

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