

# Inspection of Marlborough Primary School

Marlborough Hill, Harrow, Middlesex HA1 1UJ

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Inspection dates: 17 and 18 October 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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2022, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Marlborough Primary School is a joyful place. Strong relationships benefit everyone, making it a happy environment in which to work and learn. Pupils explained that they are always kind because they respect each other's differences. They said that this is why bullying is rare. Pupils trust adults to resolve any issues fairly and swiftly. From early years onwards, pupils listen carefully in lessons and show great manners around school.

The school has high expectations for all its pupils. These expectations are realised through an ambitious curriculum and an exceptional range of additional opportunities. For example, pupils visit Oxford University as part of leaders' work to encourage pupils to aim high. All pupils, including those with special educational needs and/or disabilities (SEND), are achieving well.

Pupils are complimentary about how the school teaches them to stay safe. They said that they feel safe because everyone is so kind. They have a particularly keen understanding of how to stay safe online.

Parents are overwhelmingly positive about the school, typically using words such as 'exceptional', 'amazing' and 'a dream school' to describe their experiences. Several parents commented that they wished the school continued into the secondary phase because their children are doing so well.

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

The school has designed an ambitious curriculum that matches the demands of the national curriculum. In most subjects, the knowledge that pupils need to learn is identified well. This knowledge is taught in a way that enables pupils to understand and retain it. Pupils' understanding of key concepts and ideas builds coherently over time. In a few subjects, however, the subject content that pupils need to learn has not been broken down into sufficiently small steps. This means that pupils find it harder to know more and remember more in these subjects.

The school ensures that learning is well adapted to meet the needs of pupils with SEND. The use of well-chosen resources, including visual prompts, helps to ensure that these pupils access the same curriculum content as their peers. In the spirit of kindness that pervades the school, pupils support each other readily in class. Pupils with SEND achieve well.

Reading is a high priority. Staff receive regular training in how to deliver the phonics programme. This means that, from the early years onwards, pupils experience a phonics curriculum that is delivered consistently well and supports them to develop the skills needed to become competent readers. A comprehensive approach helps pupils to catch up if they are struggling. The curriculum places a strong emphasis on stories and poems. Attractive reading areas in classrooms, visits to the school and

local libraries and celebrations such as National Poetry Day all contribute to this positive focus on books.

In most subjects, assessment is purposeful and well embedded. This supports teachers to make sure that pupils learn and practise what is intended. For example, pupils take home books that match the sounds they know because assessment in phonics is accurate. In those subjects where curriculum content has not been broken down as clearly, assessment is not as precise.

Pupils behave well in class and around the school. Routines are well established right from early years. For example, pupils automatically tuck their chairs under the table and tidy away their whiteboards swiftly and efficiently. This means that no time is lost and classrooms are calm, tidy environments that are conducive to learning. Working closely with families, the school focuses sharply on ensuring that every pupil attends school as regularly as they should. This work has already secured considerable improvements in attendance rates.

The focus on personal development is exceptionally strong and leads to high-quality provision for all. The school provides pupils with an array of experiences that aim to build their characters well. For example, pupils undertake a wide range of leadership roles. This includes taking on the role of mental health mascots to add to the school's extensive work on well-being. Subject ambassadors set quizzes to support their peers to remember more.

The school engages well with parents, reviewing and building on what works well. For example, following the success of strategies used in early years, the school has introduced similar approaches for parents to find out about their children's learning in other year groups. The school provides a wide range of information for parents, both on the website and through workshops and other events. For example, a range of talks from experts on different aspects of SEND, including autism spectrum disorder, were well received by parents. The school also provides extensive pastoral support for disadvantaged pupils and their families. For example, families experiencing hardship can access advice specific to their circumstances.

Staff morale is very high. Staff said that this school is a great place to work. The school provides staff with the training they need to do their jobs to a high standard. For example, teachers noted that the regular training they receive in phonics helps them teach this well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the school's curriculum thinking has not broken complex ideas down into small enough steps. At times, teachers are not clear about the specific knowledge and skills that pupils need to acquire and build on over time. As a result, this reduces how well the curriculum enables pupils to grasp and recall knowledge securely in these subjects. The school should ensure that, in all subjects, curriculum goals are carefully broken down into suitably small parts that build coherently over time.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102186
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10267886
<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>	643
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Duaa Karim
<b>Headteacher</b>	Claire Robinson-Jones
<b>Website</b>	<a href="http://www.marlboroughprimary.school">www.marlboroughprimary.school</a>
<b>Date of previous inspection</b>	20 and 21 October 2010, under section 5 of the Education Act 2005.

## Information about this school

- The school does not use any alternative provision.
- The school runs its own breakfast and after-school clubs.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with a range of school leaders, including the headteacher, the assistant headteachers and the special educational needs coordinator. They also met with a group of governors, including the chair of

governors, and held a telephone conversation with a representative from the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, history, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at and spoke about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents at the beginning of the school day and took account of the results of parent surveys, including Ofsted's online survey, Ofsted Parent View, and free-text comments submitted.
- Inspectors spoke with pupils in their lessons, in meetings and informally around the school and in the playground to gain their views on learning, behaviour and personal development.
- Inspectors reviewed a range of information pertaining to behaviour, attendance and the extended opportunities offered, such as pupils' leadership roles and educational outings and workshops.

### **Inspection team**

Jeanie Jovanova, lead inspector	Ofsted Inspector
Olly Wimborne	Ofsted Inspector
Nick Hitchen	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector

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