

Inspection of Marion Richardson Primary School

Senrab Street, London E1 0QF

Inspection dates: 12 and 13 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils are proud to be part of their school. Staff have the highest expectations for all pupils, including those who are disadvantaged or who have special educational needs and/or disabilities (SEND). Pupils rise to meet these expectations in relation to academic work and conduct. Pupils show exceptional levels of politeness and mutual respect. They take part in debate and discussion with confidence.

The school is highly inclusive. Pupils have a strong understanding of equality and diversity. They have learned about the role of key historical figures from the past in achieving greater equality. Pupils apply their learning about fundamental British values in school. For example, they vote for each other to take up positions of leadership. They can take on roles such as playground buddies and anti-bullying ambassadors. Pupils nominate staff and each other for 'butterflies', which exemplify the school values.

Pupils behave remarkably well. They enjoy agreeing their own class behaviour expectations. Pupils understand the school's shared approach to behaviour. Incidents of bullying are rare. When they happen, staff deal with them quickly. As a result, pupils are safe at school. They make a notable contribution to the school and wider community.

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

Leaders have designed an engaging and ambitious curriculum. It starts in the early years. The curriculum includes exciting opportunities for pupils to broaden their understanding of the world. There are many outings to places of educational interest. In the early years, children bake cakes and take them to a local fire station. This supports their learning about people who help us in the community. Pupils are very well prepared for the next stages of education.

The curriculum is well planned and carefully sequenced across all subjects. The school has identified the essential knowledge and skills that pupils need. Subject content is broken down into small steps of learning. There are regular opportunities for pupils to recall and build on prior knowledge. Teachers plan activities that enable them to check pupils' understanding with precision. For instance, in Year 6 mathematics, teachers prioritised the teaching of decimals based on prior assessments. Pupils who speak English as an additional language and pupils with SEND receive excellent support. This enables pupils to know and remember the content of the curriculum. Pupils are exceptionally well prepared for the next stage of their education.

Leaders have developed robust systems for identifying and supporting pupils with SEND. They review and adapt pupils' support plans and targets each term. Teachers and highly skilled support staff work with pupils with SEND sensitively. They make adaptations that enable pupils to reach the same ambitious end-points as their peers.

The school is a language-rich environment with reading at its core. There is high ambition for all pupils to read fluently and for pleasure. All staff are trained to teach phonics. Staff identify pupils who are struggling with their reading. They put appropriate support in place so that pupils can catch up. Pupils take home well-matched decodable books and a book of their choice each week. Teachers check carefully how much pupils are reading at home. They run workshops for parents so that they know how to read with their child. Older pupils have regular reading sessions that provide them with a rich choice of texts. Pupils benefit from an emphasis on reading and vocabulary in all subjects. They speak with enthusiasm about the diverse range of literary genres and authors they encounter. These build on prior reading and prepare pupils for future texts confidently.

The school makes sure that there is a common understanding of the behaviour policy. This results in excellent behaviour and attitudes across the school. During lessons, pupils remain focused and concentrate very well. The school encourages pupils to participate in highly effective strategies to promote regular attendance at school. Pupils understand the negative impact that patchy attendance can have on their education.

There are many opportunities for pupils to develop their talents and interests. There is strong take-up of after-school clubs such as gymnastics and computing. From the early years, children learn how to eat healthily. Through the curriculum, all pupils gain a secure understanding of how to stay safe. Pupils visit local places of worship to enhance their appreciation of world faiths. Pupils have visited the Bank of England and have benefited from talks about careers in mathematics and finance. Pupils have a well-developed understanding of financial management. Pupils participate in theatre company visits that develop their enjoyment of storytelling.

Governors work closely with leaders to provide appropriate challenge and support. Leaders prioritise staff's workload and well-being. Staff appreciate this and enjoy being part of this team.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	100911
Local authority	Tower Hamlets
Inspection number	10296577
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	514
Appropriate authority	The governing body
Co-Chairs of governing body	Brian Brown and Mark Owen-Lloyd
Headteacher	Julia Burns
Website	www.marionrichardson.towerhamlets.sch.uk
Dates of previous inspection	17 and 18 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of a hard federation with Mowlem Primary School. The executive headteacher works across the two schools.
- The early years foundation stage is in a separate building, close to the main school.
- The school runs a breakfast club and an after-school club.
- Leaders do not make use of any alternative provision.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other school leaders, teaching and support staff, the co-chairs of governors and other members of the governing body. Inspectors also met with a local authority representative.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. 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 discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in the playground and at lunchtime.
- The inspection team considered the views of pupils, parents and staff through discussions as part of the inspection and through the Ofsted surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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His Majesty's Inspector

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