

Inspection of a school judged good for overall effectiveness before September 2024: Marlborough Primary School

London Road, Isleworth TW7 5XA

Inspection dates:

26 and 27 November 2024

Outcome

Marlborough Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive in this caring and supportive school. They live out the school values of kindness, integrity, curiosity and resilience every day. The school has close partnerships with parents and carers and the community. For example, football coaches from the local club visit the school weekly to work with pupils who show an interest in sport.

The school develops pupils' knowledge through an ambitious curriculum. Staff have high expectations for all pupils. As a result, pupils achieve well in their learning. This includes pupils who join the school at different times. Older pupils visit the local secondary schools which makes them feel excited and prepared for the next stage in their education.

Pupils have positive attitudes to learning. On occasion, some younger pupils lose concentration in lessons and do not pay attention to what their teachers are explaining. Pupils behave co-operatively at breaktimes and are kind to their peers.

Pupils feel happy and safe. They say their teachers are there to help them learn and be successful. Staff listen carefully to pupils' views and, when possible, make changes they have asked for. Pupils value the many clubs they can attend such as choir, street dance and basketball.

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

The school has designed a broad and rich curriculum. This starts in the early years where staff support pupils in a well-resourced and welcoming learning environment. The curriculum is carefully sequenced so that pupils' knowledge builds up through the years. Teachers encourage pupils to discuss what they are learning with their peers. This makes pupils more confident and able to see that mistakes are an important part of learning. For

example, in mathematics, children in Reception talk confidently with each other about different numbers and shapes. They understand what whole and half mean. This focus on vocabulary continues to the older years where pupils use more complex terms such as numerator and denominator to describe fractions.

Pupils with special educational needs and/or disabilities (SEND) are supported very well. For example, adults work with them in the classroom to develop their knowledge and independence. This means that they can usually access the same ambitious curriculum as their peers. The school organises an impressive range of interventions for pupils who need social and emotional support.

The school has put in place effective staff training and guidance. As a result, teachers have strong subject knowledge. Teachers explain new subject content clearly. For example, in English, pupils learn about how historical background is important for understanding a novel. Teachers check pupils' learning regularly and address any misconceptions quickly. They encourage pupils to connect their learning to what they already know. However, sometimes pupils do not apply their knowledge sufficiently to more independent or challenging tasks. This means that there are times when they are not able to show a greater depth to their understanding.

Reading is a priority in the school. The teaching of phonics is consistent and thorough. As a result, pupils become confident and fluent readers. Any pupils who are struggling or who have arrived new to the country are given extra support. This means that any gaps in their phonic knowledge are rapidly addressed. The school exposes pupils to a range of diverse texts which helps them to improve their own writing.

The school has embedded an age-appropriate and well-thought-out programme to support pupils' personal development. Teachers explain sensitive topics, such as consent and different types of families, with care. Pupils are taught how to keep safe, including online. For example, older pupils who are 'digital leaders' have recently created an informative video about online safety. Pupils, including those in the early years, visit many places which enrich their understanding of the curriculum. These include theatres, local parks, museums, and galleries. The school promotes tolerance and respect for different beliefs, cultures and ways of life.

The school has robust systems for ensuring that pupils attend school regularly. As a result, pupils' attendance is improving. The school is aware that some pupils who are persistently absent now need even more support to improve their attendance.

Staff appreciate the recent changes leaders have put in place and are exceptionally positive about their school. They value the many professional development opportunities on offer. Governors know the school well and fulfil their statutory responsibilities with diligence. They hold leaders to account for the quality of provision but also consider staff well-being. Parents are overwhelmingly positive about their children's experiences at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, some younger pupils are not paying sufficient attention during lessons and can become distracted and lose focus. This means that they do not learn and remember what they have been taught as effectively as they could. The school should ensure that staff consistently have high expectations for pupils' attention and focus during lessons to support their learning well.
- There is some inconsistency in how precisely the school's ambitious curriculum is implemented. As a result, some pupils do not secure the depth of knowledge and understanding that they are capable of. The school should ensure that staff consistently have the knowledge and skills needed to deliver the curriculum effectively.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

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	102494
Local authority	Hounslow
Inspection number	10345814
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	The governing body
Chair of governing body	Sarah Pearce
Headteacher	Natalie McKeever
Website	www.marlboroughschool.net
Date of previous inspection	26 April 2019, under section 8 of the Education Act 2005

Information about this school

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

Information about this inspection

- 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 met with the headteacher and other senior staff.
- An inspector met with members of the governing board.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

- 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' interest first.
- Inspectors spoke with several groups of pupils and observed their behaviour at break and lunch time.
- Inspectors met with groups of staff and also considered the views expressed through the staff survey.
- Inspectors took account of the views of parents and pupils in the Ofsted online surveys.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

Helen Lockey

Ofsted Inspector

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