Inspection of Marshgate Primary School

157 Queens Road, Richmond, Surrey TW10 6HY

Inspection dates:	7 and 8 May 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are rightly proud to attend Marshgate Primary School. They thrive in its nurturing and supportive environment. The school's motto of 'to be inspired and be inspiring,' informs every aspect of school life. Staff work in very close partnership with parents and carers and the community to deliver many positive experiences for pupils. For example, staff, parents and pupils took part in a sponsored climb of Yr Wyddfa to raise money for charity.

The school develops pupils' knowledge and confidence through a broad and balanced curriculum. The school has designed an ambitious curriculum for all pupils. This begins in the early years where children benefit from a well-considered curriculum delivered in a learning-rich environment. Pupils achieve highly and are well prepared for the next stage of their education.

Pupils have very strong attitudes to learning. They are highly motivated and show respect and kindness towards adults and each other. They feel safe and that there is always an adult to talk to if they need advice.

The school develops pupils' independence and character. Staff help pupils to become resilient and reflective learners. The school offers pupils an extensive range of leadership responsibilities. For example, pupils become eco-councillors or wellness warriors.

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

The school has thought carefully about the subject content that they want pupils to learn. The curriculum is sequenced so that pupils' knowledge builds up step by step, through the years. For example, in geography, pupils build up their understanding of 'climate' by learning about the 'equator' in Year 1 and apply this to different climate zones by Year 3. In music, pupils develop their composition skills across year groups and build up a rich depth in their musical understanding and vocabulary.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) and supports them well to access the same curriculum as their peers. For example, staff create resources that allow pupils to structure their writing more effectively.

Pupils achieve very well in their national tests in reading, writing and mathematics at the end of Year 6. The school has a strong focus on the teaching of specialist vocabulary in all subjects. Teachers have sound subject knowledge. They explain new ideas clearly. Generally, teachers design activities that help pupils to remember and practise what they have learned. Sometimes, activities do not enable pupils to delve deeper and extend their thinking. Checks on pupils' understanding are sometimes not sharp or consistently used and, as a result, gaps in pupils' knowledge occur. This prevents them from achieving even higher over time.

The school prioritises reading so it is at the heart of the curriculum. The teaching of phonics is well-structured. Pupils who may be struggling, or who have arrived new to the country and speak English as an additional language, are able to read books that are matched carefully to the sounds they are learning. The school promotes reading for pleasure across all year groups. Pupils study a wide range of fiction and non-fiction texts which often link into what they are learning in other subjects. Pupils also appreciate how reading supports them to be better writers.

The school has established an exceptional programme to support pupils' personal development. The school teaches pupils how to keep safe, including online. Teachers explain sensitive topics, such as healthy relationships, with care. The school ensures that pupils visit places that enrich their understanding of the curriculum. These include outdoor activity centres, residentials and different places of worship. Pupils enjoy an exceptional range of musical and sports activities, for example, performing in the choir for the local community or representing the school in competitions.

Pupils make a significant contribution to their school and wider community. They act maturely and have a strong emotional awareness. On occasion, some younger children need to focus more closely on what their teacher is explaining.

The school has robust systems for ensuring that pupils attend school regularly and on time. Staff work with families and other agencies to ensure that pupils' welfare is carefully monitored. As a result, pupils have very high attendance.

The school has experienced some recent and significant changes in staffing. Governors and leaders have reacted appropriately and swiftly to this situation, resulting in more consistency and stability. Staff are very appreciative of the strong support being provided and the professional development they receive. Parents are very positive about their child's experiences at 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, the delivery of the ambitious curriculum does not enable pupils to deepen their learning and understanding. In addition, the checking of important knowledge and skills is not as thorough as it could be. This means that some pupils' work does not consistently reflect the high expectations of the curriculum intent. The school should ensure that staff develop high levels of expertise in the delivery and adaptation of the curriculum in order that there is greater consistency in its implementation.

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	133728
Local authority	Richmond Upon Thames
Inspection number	10345890
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair of governing body	Ryan Buckingham
Headteacher	Dermot Bracken
Website	www.marshgate.richmond.sch.uk
Dates of previous inspection	17 and 18 March 2015, under section 8 of the Education Act 2005

Information about this school

- This school uses one unregistered alternative provision.
- The school currently has an interim headteacher, Joshua Chamberlin.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the interim headteacher and other senior leaders. The headteacher was not present during the inspection.
- Inspectors met with members of the governing body and spoke with a representative from the local authority and an external executive headteacher currently working with the school.
- Inspectors carried out deep dives in early reading, mathematics, geography, music and physical education. They met with subject leaders to discuss the curriculum, visited lessons, and spoke with teachers and pupils. Inspectors looked at samples of pupils' work. The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the 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.
- Inspectors gathered the views of pupils, parents and staff through both discussion and responses to Ofsted's online surveys.

Inspection team

Susan Maguire, lead inspector	His Majesty's Inspector
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Nneoma Thomas	Ofsted Inspector
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