

# Marlborough Junior School

## Inspection report

---

<b>Unique Reference Number</b>	103312
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336057
<b>Inspection dates</b>	1–2 October 2009
<b>Reporting inspector</b>	Ian Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mohammed Khalid
<b>Headteacher</b>	lborough Junior School
<b>Date of previous school inspection</b>	4 July 2007
<b>School address</b>	Green Lane Small Heath Birmingham
<b>Telephone number</b>	0121 464 7933
<b>Fax number</b>	0121 753 0527
<b>Email address</b>	enquiry@marlborough-jun.bham.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at policies and documentation on teaching and learning, the curriculum, procedures for assessing and tracking children's progress and the school improvement plan. They analysed a total of 118 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils in the key subjects to determine whether teaching is sufficiently challenging
- the contribution pupils make to the school community and their behaviour
- the action taken by the school to promote good attendance and tackle persistent absence
- the extent to which school leaders analyse their actions to successfully promote improvement.

## Information about the school

This is a large junior school, where the vast majority of pupils are of Pakistani background and an increasing number of pupils are of Somali origin. Attainment on entry to the school is well below average, with language development an area of particular weakness. The proportion of pupils with special educational needs and/or disabilities is much higher than is usually found. These arise mainly from language and communication or behavioural, emotional and social difficulties. Five pupils have a statement of special educational need. The proportion of pupils entitled to a free school meal is well above average. The school has gained a number of nationally accredited awards such as the Healthy Schools Award, the Basic Skills Quality Mark and Investors in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Marlborough is an improving school that provides a good standard of education. All groups of pupils achieve well and other outcomes are consistently good. Pupils stressed how safe and secure they feel and how much they enjoy school. There are effective arrangements for engaging with parents, who show much confidence in the school. Behaviour is good, and pupils are courteous, polite and very proud of their school. Pupils enjoy very positive relationships with all the staff; they are recognised as individuals and their contribution to school life and all that it offers is celebrated; as a result they thrive in a caring and supportive environment.

Pupils start school with attainment well below average. As a result of good teaching and learning, they make good progress, reaching standards that are a little below average by the time they leave. The support given to those pupils for whom English is an additional language is particularly effective. Pupils with special educational needs and/or disabilities make good progress because work is closely matched to their learning needs and they receive effective individual support from teachers and learning support practitioners.

The good progress made by pupils is the result of effective teaching and a good curriculum. Lessons are regularly challenging, and thoughtful planning engages pupils in learning. Progress in mathematics has been supported by greater consistency in the teaching of calculation, and the school recognises the need for lessons to provide further opportunities for pupils to practise their skills. Greater consistency is required in the feedback given to pupils, so that they have a clearer understanding of what they need to do to improve. The range of activities offered to pupils across the school often enthuses and motivates them, contributing to their obvious enjoyment of learning. The school is successfully focused on developing pupils' literacy skills in imaginative ways and these, together with a good range of educational visits and enrichment activities, contribute to the effective curriculum.

Pupils make a significant contribution to the school's success. They are willing partners in learning and their behaviour is welcoming and positive. Pupils eagerly take on responsibilities around the school and they participate in regular school and local community events. Pupils' spiritual, moral, social and cultural development is good. The school successfully promotes community cohesion within the immediate locality. Opportunities for pupils to understand this aspect within a national and global context are supported by established links with a number of contrasting schools and communities.

The success of the school is due to the effectiveness of its leadership and management.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Self-review is broadly successful and has resulted in important improvements to teaching and the curriculum. There is scope for year group leaders to play a more influential role in raising standards by further contributing to the evaluation of teaching and learning and by monitoring and analysing data. The capacity for sustained improvement is good. The school has successfully tackled the issues from the last inspection, resulting in sustained improvements in outcomes for pupils. Improvement plans are clear and detailed, and the school has an accurate picture of its strengths and areas for improvement. Governors provide effective support and guidance and show determination in challenging the school to deliver the improvements needed.

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

- Accelerate the progress pupils make in mathematics by:
  - providing more challenging problem solving tasks and opportunities for pupils to apply their number skills
  - consistent use of assessment and prior attainment information to plan lessons to meet pupils' learning needs
  - consistent use of high quality marking enabling pupils to be clearer what they need to do to improve.
  - Achieve consistency and improvement across the school by strengthening middle leadership so that:
    - the monitoring of teaching and learning leads to improvement programmes that enhance teaching skills and the sharing of good practice
    - the assessment of pupils' work is moderated regularly to secure consistency
    - tracking and analysis of pupils' progress are used by all staff to identify learning needs for groups and individuals
    - the high quality marking of pupils' work is extended across the curriculum
    - year group leaders have sufficient knowledge to support senior management in holding teachers to account for the progress made by their pupils.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy learning and hold positive views about their lessons. They make good progress to attain standards that are a little below average by the end of Year 6. Learning is well matched to pupils' needs, and the proportion of pupils reaching the higher levels is average. The school has worked successfully to raise standards in English, with many lessons offering effective support to help pupils to write in imaginative ways. Pupils consistently perform well in science because of the enjoyable investigative approaches used. Pupils progress well because in most lessons learning intentions are made clear and effective strategies are used to enable them to appreciate the levels at which they are working. In a small minority of lessons observed by inspectors progress was satisfactory and not good largely because objectives were not

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

clearly understood by all groups of pupils and there was insufficient emphasis on pupils being able to achieve at a higher level. Pupils for whom English is an additional language make good progress and they are effectively supported by good quality adult support and the judicious use of additional resources. Pupils with special educational needs and/or disabilities also make good progress; this is because their needs are carefully identified and support is very well matched.

Pupils feel safe and say they trust that adults will deal effectively with any rare incidents of bullying or misbehaviour. They are well behaved, polite and courteous. They have a good understanding of how to stay fit and healthy. They know that their ideas and views are respected and the school council represents their views well. Pupils enjoy school, reflected in their good attendance, and appreciate the opportunities they have to contribute to their local and wider community. They have a strong sense of their own community and are rightly proud of their school.

Pupils' preparation for their future economic well-being is good because the curriculum ensures the development of good independent learning and teamwork skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## How effective is the provision?

Good teaching is based on motivating and engaging the pupils. Careful questioning helps pupils to engage in learning and to justify their views and opinions. Across the school, teachers and support staff help to create calm but focused classrooms where class management is strong. Effective use of laptop computers and interactive white boards help bring learning to life. Teachers regularly set high expectations and recognise that differing learning styles are suited to individual pupils. In most lessons planning is clearly focused on what the pupils need to learn next, although the quality of planning varies between subjects. Teaching is good overall; however, a small minority of teaching was observed to be satisfactory. Pupils are sometimes too passive for extended periods of time as they listen to the teacher.

The school provides a rich curriculum. Basic skills are developed well and computers are an integral part of learning. Provision for pupils of all abilities is good and meets their needs well. The good range of extra-curricular activities adds much to the curriculum and these are enjoyed by pupils. The regular planned visits are effective in their aims to broaden both pupils' experiences and their understanding of other communities.

Pastoral care and support are given a high priority and pupils know that help, support and guidance are always available. Transition arrangements to secondary school are well developed, although the school recognises the need to strengthen the partnership with the infant school. The family ethos of the school helps support an environment where pupils flourish as individuals.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Under the watchful leadership of the headteacher and senior management team, the school maintains a successful focus on driving improvement. Staff morale is high and there is a strong commitment across the entire school to ensuring further success. The school promotes equal opportunities effectively and successfully tackles discrimination because it takes the actions necessary to ensure that different groups of pupils achieve positive outcomes. A good example is some single-sex teaching, which successfully supports girls' learning and enables them to make the same good progress as the boys. Monitoring by senior leaders is good. They have a clear vision of the school's strengths

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

and weaknesses and follow this up with the appropriate actions. A good example has been the successful development of a consistent policy to improve calculation approaches in mathematics, following previous findings of inconsistency in some classes. The school is clear about the need to develop the effectiveness of year group leaders, some of whom are recently appointed to their role.

Governors are well organised, regularly visit the school and know the schools strengths and weaknesses. They bring useful expertise to the leadership of the school, for instance in financial management. Staff work well to promote a sense of cohesion in the school and wider community. For example, pupils successfully raise money for a variety of good causes. The school is developing links with schools in other parts of the world such as the United States and South Korea to deepen pupils' understanding of our multi-cultural society.

At the time of the inspection all vetting requirements met government requirements and the school adopts good practice across all areas of its safeguarding work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

A good partnership is in place between parents and carers and the school. The very large majority of parents who returned a questionnaire were positive about the school and the progress their child is making. Parents spoke particularly positively about how their children enjoyed school, and of the care and commitment of the headteacher and staff.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marlborough Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 118 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	51	57	48	0	0	0	0
The school keeps my child safe	65	55	50	42	2	2	0	0
The school informs me about my child's progress	55	47	59	50	3	3	0	0
My child is making enough progress at this school	45	38	62	53	10	8	0	0
The teaching is good at this school	49	42	62	53	6	5	0	0
The school helps me to support my child's learning	44	37	67	57	4	3	0	0
The school helps my child to have a healthy lifestyle	56	47	57	48	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	38	60	51	9	8	0	0
The school meets my child's particular needs	41	35	65	55	8	7	0	0
The school deals effectively with unacceptable behaviour	51	43	56	47	3	3	3	3
The school takes account of my suggestions and concerns	45	38	63	53	4	3	1	1
The school is led and managed effectively	47	40	63	53	2	2	1	1
Overall, I am happy with my child's experience at this school	59	50	55	47	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 October 2009

Dear Pupils

Inspection of Marlborough Junior School, Birmingham B10 9NY

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a happy and friendly school. Here are some of the positive things about your school.

You make good progress in your work.

You behave well in school and are well mannered and polite.

Your headteacher and senior teachers have good ideas about ways to improve the school.

Teaching is good and the staff work hard to make sessions interesting.

A good partnership is in place between the school, your parents, carers and agencies.

All the staff care and support you well and listen to you carefully and so you feel safe in school.

We have asked your school to look at how they can make things even better. The most important matters are for teachers to help you make better progress in mathematics by giving you more problem solving tasks and giving you clear guidance in marking. I have also asked your senior teachers to keep a careful eye on teaching and learning in each year group to make sure that you are doing as well as you can.

You can help by working hard and always trying your best.

Yours faithfully

Ian Jones

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**