

Marshgate Primary School

Inspection report

Unique Reference Number	133728
Local Authority	Richmond upon Thames
Inspection number	341406
Inspection dates	4–5 November 2009
Reporting inspector	Janet Sinclair

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

Type of school	Nursery
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The governing body
Chair	Mr J Darlison
Headteacher	Ms E Jackson
Date of previous school inspection	4 November 2006
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Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and some part lessons, and undertook a scrutiny of pupils' books. They held meetings with governors, senior staff and pupils. They observed the school's work, looked at a wide range of documentation and considered the 201 responses to parental questionnaires.

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

- the quality of learning and progress for all groups of pupils, but particularly those in Key Stage 2
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils
- the capacity of leaders and managers at all levels, including the governing body, to maintain and extend the high standards of Key Stage 1 through all of Key Stage 2.

Information about the school

Marshgate is a larger primary school than average. Children enter the school in the year in which they are five. Attainment on entry is generally slightly above the expectations for this age group. There is a higher than average number of pupils from minority ethnic groups, some of whom are at an early stage of learning English. There are 32 different languages spoken within the school. A below average proportion of pupils have special educational needs and/or disabilities. These are mainly moderate learning, behaviour and speech and language difficulties. The proportion of pupils who join or leave the school other than at the usual times is above the national average. The school opened in 2002 with only reception children on roll and has gradually grown into a primary school with the full age range. In summer 2009, the first cohort of Year 6 pupils left the school.

The school has Healthy School status and the Eco School award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Marshgate is an outstanding school. It is a very happy, caring community where pupils thrive both academically and personally. It is led by a headteacher who provides inspirational leadership and has nurtured and developed a strong team of senior leaders, governors and staff. They are committed to providing a first-class education for all pupils, within a highly supportive, stimulating learning environment. As a result, all pupils make excellent progress during their time in the school and achieve exceptionally well. Parents are extremely pleased with what the school provides and appreciate the dedication of all staff. These comments from two parents sum up the views of most: 'Marshgate is a warm, welcoming school, which caters extremely well for its international clientele' and 'We can see and appreciate the dedication and kindness of all staff.' However, perhaps the most telling comments come from the pupils themselves: 'School is a great deal of fun ' fantastic lessons ' we thoroughly enjoy ourselves.'

Children get off to an excellent start in the Reception classes due to very high quality care and learning experiences. This enables them to thrive and achieve very well. Excellent progress continues across Key Stage 1 so that standards are high in reading, writing and mathematics by the end of Year 2, and have been over several years. The first Year 6 unvalidated test results show that these high standards have been built upon and pupils continue to achieve very well across Key Stage 2. Pupils who have learning difficulties and those with English as an additional language benefit fully from very well focused support which is tailored carefully to their specific needs. This ensures that all make exceptional progress.

Excellent teaching, rigorous tracking of pupils' progress, a very rich curriculum and strong pastoral care are the key drivers in ensuring pupils' exceptional progress. Teachers plan and organise lessons which fully interest and engage pupils in their learning. Very effective questioning and plenty of opportunities for pupils to explain their ideas and understanding underpin the very effective teaching. This, coupled with rigorous assessment, ensures that work is very well targeted at their specific needs, promoting the pupils' very good progress. The rich and varied curriculum and the wide range of enrichment activities support pupils' learning and excellent personal development extremely well. Teachers clearly know their pupils very well and this enables them to provide a high level of care, which ensures all pupils' behaviour is outstanding. Pupils feel extremely safe in school and confident that there is an adult to talk to should they have any worries. Attendance, although above average, is hampered by holidays taken in term-time.

First-rate leadership means that no stone is left unturned in the drive for excellence across all aspects of the school's work. There are very effective systems for tracking

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progress and monitoring the quality of teaching to ensure high quality learning experiences for pupils. Teamwork is excellent. Governors make a strong and effective contribution. The school has successfully built on its good position from the last inspection, through the difficult time of development and growth towards a fully fledged primary school catering for very diverse needs. This is very impressive and shows that the school has an excellent capacity to continue to improve.

What does the school need to do to improve further?

- Ensure all parents support the school's policy of not taking holidays in term-time so that their children fully benefit from the excellent education on offer.

Outcomes for individuals and groups of pupils**1**

Pupils thoroughly enjoy their lessons and this is due to excellent relationships and exciting activities that engage them. Pupils make outstanding progress during their time in school. This is because of the excellent start they get in Reception, the very effective teaching and careful assessments that take place in Key Stage 1, the school's rigorous identification of any barriers to progress and the use of effective strategies to remedy these. As pupils have moved through Key Stage 2, the school has carefully monitored their progress to ensure that the high standards of Key Stage 1 have been maintained and built upon. Attainment for pupils currently in Year 6 is high, confirming the continuing trend of high achievement. Evidence from pupils' books confirms this excellent progress over time. Pupils with learning difficulties make outstanding progress due to the very focused and highly skilled support they get in small groups and individually from teaching assistants. Pupils at an early stage of learning English have accurate assessments made of their needs and receive specialist support and regular monitoring to ensure effective gains in their learning. This was particularly noticeable in a small group activity managed by a teaching assistant who, through a range of very effective strategies and a high level of challenge, ensured pupils made especially good progress.

Pupils also do very well in other subjects. They attain high standards in information and communication technology, religious education and French. Their knowledge and understanding in these subjects impressed the inspector who interviewed them and tested their French!

Pupils have excellent attitudes to school, behave extremely well and relate very positively towards each other. They say that they feel exceptionally safe in school because all staff take extremely good care of them and there is very little, if any, bullying. They make an excellent contribution to the school and wider community. They were particularly pleased that their sustainability work on securing solar panels for the school was successful. As junior safety officers, they ensure that all pupils are aware of how to stay safe, especially when using fireworks. Their spiritual, moral, social and cultural development is excellent. Pupils are very caring and thoughtful towards each other and enjoy the many opportunities to cooperate on activities where they are

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unfailingly considerate of each other's contribution. They have an excellent understanding of healthy living and are particularly proud of their prowess in growing organic vegetables.

These are the grades for pupils' outcomes

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

How effective is the provision?

Throughout the school, teaching and learning are outstanding. Teachers plan and organise lessons very carefully so that they stimulate interest and involvement. This means that, in almost all lessons, pupils of all abilities are very attentive and concentrate well, sometimes so much so, that one can almost hear the brain cells working! This was particularly noticeable in a Year 6 lesson where pupils were giving clues to others on the meaning of specific mathematical vocabulary. Pupils clearly wanted to get the answers as quickly as possible and the buzz of concentration was electric. A significant strength of the teaching is effective questioning, followed by very good opportunities for pupils to discuss their ideas or explain their methods. This maximises pupils' involvement and accelerates their progress. Marking of pupils' work is consistently of a high standard and this, coupled with their learning targets and involvement in self-assessment, ensures

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

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they are fully involved in improving their work. Pupils enthuse over the rich experiences provided by a very broad and balanced curriculum, which is planned meticulously to build on their prior knowledge successfully. There is excellent provision for gifted and talented pupils and those with English as an additional language or special educational needs. Cross-curricular links have been hugely improved since the last inspection, through a new themed approach. An exceptionally rich range of extra-curricular activities enhances the curriculum further and meets the diverse needs of pupils extremely well. Pupils particularly enjoy the many opportunities for music making, including their school orchestra and choir, which takes part in local competitions.

There is a great level of sensitive concern and commitment on the part of the school for the care of all pupils. This ensures that pupils feel extremely safe and highly valued. There are well-established systems and exceptionally effective links with external agencies to ensure excellent quality care and support for all families, but particularly for vulnerable pupils and their families. A particularly strong feature is the lengths to which staff will go to ensure pupils get the right support at the right time. For example, the school consulted widely to ensure it could cater, to the best of its ability, for a pupil with very complex needs.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding leadership of the headteacher and senior leadership team drives school improvement. They are very successful in inspiring staff to achieve the very best possible outcomes. This has resulted in a committed team and an outstanding ethos in which pupils thrive and do exceptionally well. Highly effective self-evaluation and ongoing analysis of data by senior staff and subject leaders ensure that any weaknesses are addressed immediately and monitored carefully to ensure lasting improvement. The governing body provides excellent support and a very high level of challenge. Governors evaluate the work of the school conscientiously and tackle their responsibilities diligently.

Senior staff have gained the full support of parents with hugely improved communication, including better information from governors, and more informative reports on pupils' progress. Parents, in turn, support the school and their children's learning extremely well through, for example, regularly coming into school to help with their reading. Partnerships are exceptionally strong. The school works very successfully

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with other schools to promote effective teaching and learning. It is tireless in its drive to promote equality of opportunity and eliminate discrimination. An excellent example of this was a recent 'Disability Awareness' week involving visitors with a range of disabilities talking to pupils about their specific needs. All groups of pupils are supported extremely well through the school's very careful attention to meeting their needs. Systems for safeguarding pupils are robust as are those to protect vulnerable pupils. However, policies sometimes lack specific guidance to ensure all governors are clear about expectations.

The school does excellent work at all levels to promote community cohesion. This has a very positive impact on enriching pupils' experiences of society in its multi-dimensions and their roles as citizens. A particularly strong feature is their work with a school in Afghanistan, which includes fund-raising for the pupils and learning about their culture and way of life. The school also holds an International Day celebrating its own cultural diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision is outstanding because the learning environment is excellent. It is rigorously planned and effectively organised so that children have access to a wide range of interesting and stimulating activities both indoors and out. For example, a group of children had great fun outside, hopping and jumping over and around tyres and steps while another group were busy making 'lemon and strawberry flavoured ice cream' in the sandpit. In activities such as these, staff are always on hand to develop and extend children's ideas through thoughtful and effective interventions. Excellent teaching is

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clearly focused on the needs of individuals and supported by skilful observations of children's specific needs. This ensures children fully enjoy their learning, demonstrate high levels of confidence and independence and make exceptional progress. This confidence enables them to experiment. For example, a boy collected a drainpipe and then asked for help to set it up so that he could find out if a car would go all the way through and come out the other end.

Excellent leadership underpins the success of the Early Years Foundation Stage through a clear articulation of expectations and rigorous self-evaluation.

Partnerships with parents are outstanding. They are fully involved in all aspects of their children's education, for example, through taking responsibility for setting up the outside area daily.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over 200 questionnaires were returned to the inspection team. The overwhelming majority of parents who returned them or spoke to the inspection team are very happy with the school and what it provides. They consider that the school is a caring community, where their children are extremely well looked after and encouraged to give of their best. A small number of parents had concerns, which covered several areas, but in the main related to the individual parent/carers concerned.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marshgate Primary 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 12 statements about the school.

The inspection team received 201 completed questionnaires by the end of the on-site inspection. In total, there are 387 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	140	70	57	28	5	2	0	0
The school keeps my child safe	138	65	62	31	2	1	0	0
The school informs me about my child's progress	84	42	109	54	9	4	0	0
My child is making enough progress at this school	94	47	99	49	6	3	1	1
The teaching is good at this school	111	55	89	44	2	1	0	0
The school helps me to support my child's learning	79	39	113	56	8	4	1	1
The school helps my child to have a healthy lifestyle	92	46	103	51	3	1	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)	76	38	100	50	4	2	0	0
The school meets my child's particular needs	89	44	99	49	10	5	1	1
The school deals effectively with unacceptable behaviour	85	42	96	48	8	4	3	1
The school takes account of my suggestions and concerns	75	37	98	49	13	6	6	3
The school is led and managed effectively	129	64	61	30	5	2	2	1
Overall, I am happy with my child's experience at this school	120	60	77	38	3	1	1	1

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



6 November 2009

Dear Pupils

Inspection of Marshgate Primary School, Richmond, Surrey TW10 6HY

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. Yours is an outstanding school with many strengths and we fully agree with what you told us ' it is a really fun place in which to learn.

Here are some other things we particularly liked about your school.

- You get off to an excellent start in the Reception classes.
- You all make outstanding progress in your learning.
- You find lessons great fun and really enjoy school.
- You have an excellent understanding of how to live healthily.
- There are plenty of exciting things for you to do in school, on visits and in after-school clubs.
- The school looks after you extremely well and shows you how to improve your work.
- You make an excellent contribution to the school through the school council and other groups and the many responsibilities you take on.
- The headteacher and all the staff manage your school extremely well.

Even in outstanding schools, there are ways of getting better. Your school works very hard to ensure you all attend regularly, but some of you take holidays in term-time and this means that you miss out on the excellent education the school provides.

Yours faithfully

Janet Sinclair

Lead inspector

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