

Marriott Primary School

Inspection report

Unique Reference Number	120077
Local Authority	Leicester City
Inspection number	342189
Inspection dates	17–18 November 2009
Reporting inspector	Paul Weston HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	Interim executive
Chair	Michel Laurent-Regisse
Headteacher	Catherine Stretton
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 18 lessons and held meetings with staff, parents and representatives of the Interim Executive Board (IEB). A telephone conversation was held with a local authority representative. They observed the school's work, looked at pupils' completed work and scrutinised school policies, planning, pupil performance information and safeguarding documentation. Since this was a no notice inspection, questionnaires were not issued to parents, staff or pupils.

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

- the effectiveness of steps taken to promote improvement since the last inspection
- the standards achieved and rates of progress made by all groups of pupils, particularly in English
- the improvement in teaching and learning and whether pupils' individual needs are being met
- the impact of leadership and management at all levels and whether the school's systems are embedded sufficiently to enable the school to continue to improve.

Information about the school

This average-sized primary school is situated on the southern outskirts of Leicester City. The majority of pupils are of White British heritage. Although around a third of pupils are from minority ethnic backgrounds, most speak English as an additional language. Over half the pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, but there are fewer with a statement of special educational needs. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. The school has a maintained nursery with 30 children enrolled and there are 33 children in the Reception class. The school's onsite breakfast club is operated by two behaviour mentors.

When Marriott Primary School was inspected in January 2008, it was judged to require special measures. Significant improvement was required in relation to the standards attained, particularly in English, the quality of teaching, leadership and management. Since that time, there have been considerable staffing changes. Most notable is that the interim headteacher has been appointed to the post of permanent headteacher. An IEB continues to oversee the work of the school. Arrangements are in place with the local authority to appoint a shadow governing body, with a view to full governance being reinstated by July 2010.

The school has gained the Healthy Schools Award and Eco Management Audit Systems status.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Following a period of significant turbulence, Marriott Primary school is now emerging stronger and better. This is recognised by the pupils. One said 'the school has definitely got better' and a second was quick to add, 'now we are getting a good education, we will do better with our lives.' All leaders and staff have shown a strong determination to remedy the weaknesses identified at the last inspection. Self-evaluation is accurate. Leaders measure and understand the areas of success thoroughly because good systems for monitoring and evaluating the work of the school have been established and embedded. Pupils are well cared for and safeguarding procedures are good. The school has good capacity for further improvement.

Outcomes for pupils have been successfully improved. Although pupils' attainment by the time they leave school at age 11 is low overall, it is rising rapidly. Taking their low starting points into account, achievement is now satisfactory. The proportion reaching the nationally expected level by the end of Year 6 improved substantially in 2009, particularly in English and mathematics. However, boys' attainment lags behind that of girls throughout the school and too few pupils attain the higher levels. Pupils' current work and information on their progress indicate that standards are continuing to rise.

Learning, progress and teaching are satisfactory but improving securely and quickly. The inadequate teaching noted at the time of the previous inspection has been eradicated. An increasing proportion of good and outstanding lessons, where pupils are fully engaged and enjoying learning is helping to accelerate progress. However, there are still differences in the quality of teaching from one class to the next. In some lessons the pace of learning is either too quick or too slow. This causes some pupils to disengage with their learning. In addition, some pupils, such as the higher-attainers are not always sufficiently challenged.

Attendance is low but rapidly improving. It is adversely affected by a number of families who persistently take children out of school during term time. Engagement with parents and carers is beginning to help to increase their understanding of their child's learning and the value of education, but this is at an early stage of development.

A positive start has been made in combining areas of the curriculum together to enrich learning and make it more interesting for pupils, but this work is ongoing. Insufficient account has been taken of how pupils' skills in all subjects will be developed through the school or how their progress will be assessed. Pupils learn about different religions and cultures, but their knowledge is limited because they do not yet have enough

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opportunities to communicate with people from these cultures, either within the United Kingdom or beyond.

What does the school need to do to improve further?

- Raise standards across the school and accelerate progress by:
 - increasing the proportion of good or better teaching so that the pace of learning is brisk and tasks are well matched to individual needs in more lessons
 - providing increased challenge to better meet the needs of boys and higher attaining pupils
 - involving parents and carers more in their child's learning.
- Improve the quality of the curriculum by:
 - establishing a framework which identifies progression in, and assessment of, subjects other than English and mathematics
 - increasing the breadth and extent of activities to better enrich learning and pupils' personal development
 - increasing pupils' knowledge and understanding of different cultures and communities.
- Improve pupils' rates of attendance and punctuality by working more closely with all those responsible for ensuring they attend school more regularly.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Learning and progress are accelerating. In 2009, attainment at the end of both Years 2 and 6 rose sharply in reading, writing and mathematics, although few pupils attained the higher levels. Pupils' work in lessons and in their workbooks indicates that standards are improving but below those expected for their age at this stage of the academic year. It is clear that pupils are making at least satisfactory and often good progress, although it is uneven through the school. Pupils enjoy and achieve well in their learning when lessons are stimulating and engaging. In these lessons they also show good behaviour and positive attitudes to learning. This was exemplified in a Year 6 literacy lesson where pupils used the power of imagery to create thoughtful and intensive poems. They recorded them on 'talking boards' and took great delight in sharing their work with each other. Improving skills in literacy, numeracy and information and communication technology (ICT) are preparing pupils for their future satisfactorily.

The school's determined focus on identifying and supporting underachieving pupils has led to their improved success, especially in English and mathematics. Strategies such as 'Reading Recovery' and guided mathematics are having a good impact. Work has started to engage boys more fully in their learning. Strategies such as 'Talk for Writing', role

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play and increased opportunities for active learning are beginning to increase their engagement and accelerate their progress. The majority of the substantial number of pupils who join the school at times other than the usual start, many of whom arrive with a history of poor attendance and achievement, are helped to settle quickly and make satisfactory progress. Pupils with special educational needs and/or disabilities also make satisfactory progress because they are well supported in class or receive specialist support.

Most pupils feel safe in school and are confident that they can speak to any adult if they have a problem. Some pupils have challenging attitudes and behaviour and a number of pupils report some instances of bullying in the playground. However, they say that incidents are managed effectively by teachers and behaviour mentors. Pupils are developing a secure understanding of healthy lifestyles through diet and exercise. Many are keen to participate in after-school clubs for games and activities. Pupils contribute to the school community by exercising their responsibilities as school councillors and monitors; however, their involvement in and understanding of different cultures and heritages are less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

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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How effective is the provision?

Some of the teaching at Marriott is interesting, enthusiastic and lively. Strengths seen in good and outstanding teaching include well planned lessons that have a brisk pace, good use of resources, effective use of question and answer techniques and active participation by pupils in activities that maintain their interest. As a consequence, pupils work with confidence individually and in groups.

In some areas where teaching is less effective, the level of challenge is uneven because work is not always pitched accurately. For example, the pace of learning sometimes slows while the teacher deals with incidents of minor misbehaviour or the lesson moves on too quickly before pupils have grasped securely the concept being taught. These are missed opportunities to ensure that pupils are consistently engaged and learning. For instance, higher attaining pupils are not always given precise enough instructions about what they are expected to do and some activities provide them with insufficient challenge.

Whole-school systems have been introduced, particularly related to planning, assessment and marking. These have resulted in some good practice in a number of classes but, again, inconsistencies remain. Good practice is evident when teachers discuss learning with pupils, refer to targets and clearly identify what individuals need to do next or to revisit. This feedback leads to improvements in the pupils' work. Practice is less effective when marking, although regular and encouraging, does not show pupils how to improve or provide them with suitable opportunities to address identified weaknesses. Pupils are increasingly being involved in the assessment of their own work.

A secure start has been made in revising the curriculum. Engaging topics and opportunities are being created. An increased emphasis has been placed on practising English and mathematical skills in other subjects and increasing the use of ICT to enhance learning. Opportunities for investigative learning, such as finding out about their local area or undertaking practical science experiments on evaporation, are motivating for pupils. The curriculum is suitably enriched by a range of out-of-class activities, visits and visitors.

All staff ensure that every child, from whatever background and circumstances, is well cared for and supported. Pupils are confident they will be helped to resolve any difficulties they might encounter by sharing them with an adult. One pupil said 'adults always give you 100% support'. Staff provide good support for vulnerable pupils by working well with outside agencies, families and carers. Procedures to ensure attendance are robust. Effective action has been taken to improve attendance and punctuality and reduce the number of persistent absentees.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders at all levels, the IEB and staff share an ambitious vision and strong commitment to improvement. The school's accurate view of its strengths and weaknesses leads to plans and action that are well focused on the correct priorities and is resulting in improvements in attainment, progress and learning. Effective systems to track pupils' progress are helping to identify underachievement quickly and ensure that intervention by pastoral and academic staff is successful in accelerating progress. Challenging targets are used to raise standards for all pupils and eliminate low attainment. All staff are benefiting from well planned professional development that is leading to improved teaching and learning in classrooms. Subject leaders now have the confidence and ability to lead staff through key developments. The IEB is well informed of the school's performance and holds leaders to account.

The school is committed to ensuring equality of opportunity and tackling discrimination. For instance, the school analyses in detail the overall success of different groups of pupils including their progress, attendance and behaviour. Any racist incidents between pupils are quickly and effectively dealt with. Good policies and procedures are in place to safeguard all pupils. School leaders and staff work hard to engage parents and involve them more closely in supporting their children's learning. However, they know that more work is required to increase their understanding further.

Most of the parents and carers who spoke with inspectors before and after school said that their children are happy in school, although some report instances of bullying. However, they say that these incidents are generally resolved quickly and satisfactorily. There are developing links with the local community. However, there are insufficient opportunities currently for pupils to build an understanding of the United Kingdom as a diverse multicultural society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is being transformed. Good leadership and management and recent staff changes are having a positive impact on teaching, learning and the environment.

Children enter the Nursery with levels well below those expected for their age particularly in communication, language and literacy. Although most children are beginning to make rapid progress in all areas of learning, these improvements are at an early stage. Currently, standards at the end of Reception remain well below those typically expected for their age.

Increasingly, data and assessment are being used more effectively to plan appropriate activities that meet children's needs. Focused and skilled teaching, especially in communication, language and literacy is beginning to close the gap. There is a good balance between child-initiated and adult-directed activities. Occasionally, adults do not ask sufficiently challenging questions when children are finding things out for themselves. As a result, they do not make the progress they are capable of. Good use is made of the indoor learning environment but the outdoor environment is spartan. Although varied, outside activities sometimes lack a sense of purpose and excitement. Relationships are good and there is a happy, purposeful atmosphere. Children play well together and generally behave well because they are interested and engaged in their learning. All staff ensure children are kept safe and healthy so that they are able to enjoy their learning. Links with parents and carers are improving. These help children quickly settle and secure a good introduction into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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There is no information provided here because the school was removed from special measures at no notice.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



19 November 2009

Dear Pupils

Inspection of Marriott Primary School, Leicester LE2 6NS

You may remember that I visited your school recently with another inspector. We really enjoyed our two days at Marriott. I am writing to thank you all for being so friendly and helpful. We found that your school is much better than the last time it was inspected and it is now satisfactory.

These are some of the good things about your school.

The adults have been successful in making improvements and are determined to make the school even better.

The youngest children are now getting off to a better start in the Nursery and Reception classes and they enjoy finding out about interesting things

Teaching is satisfactory and sometimes better. When it is good you make better progress with your learning especially when teachers plan interesting activities that are just right for you and you enjoy.

All adults care for you well and keep you safe and secure

Most of you behave well in lessons and play sensibly with your friends at break time. You told us about a few instances of bullying but you felt these were dealt with quickly and fairly.

We are asking the school to do the following things.

Make sure all the teaching is at least good so that you all make good progress especially in reading, writing and mathematics, particularly the boys and more able pupils.

Help make the curriculum even better by giving you more opportunities to learn about different people's lives and experiences in other parts of the United Kingdom and the wider world. We also want the teachers to develop your skills in different subjects as you work your way through the school, so that you are ready for secondary school.

Finally, we want school leaders to check on your learning in all your subjects to make sure you are all making good progress.

Share all the good things that are happening in school with your parents and help them understand how important it is for you to come to school every day and on time.

You can help by continuing to work hard and do your best. We hope that you will have

every success in the future.

Yours sincerely

Paul Weston

Her Majesty's Inspector

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