

Marion Richardson Primary School

Senrab Street, Stepney, London, E1 0QF

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the time pupils leave the school in Year 6, they achieve high standards in English and mathematics and have made better progress than other pupils nationally.
- Children in the Early Years Foundation Stage settle in well and go on to make good progress.
- The newly appointed headteacher has demonstrated exceptional leadership and brought about rapid improvements in standards in a short space of time.
- The headteacher has skilfully begun to involve leaders in school improvement and knowing about standards in the school.
- The curriculum offers many opportunities for pupils, including a range of clubs, sporting and musical events.
- Staff say that opportunities to develop professionally are strong and they feel very well supported by senior leaders to improve their teaching even further because of the clearer targets they have been given.
- Pupils' behaviour is exemplary in lessons and around the school. Bullying is very rare. Pupils have excellent attitudes to learning and want to do their best at all times.
- The school actively engages parents and carers, who are extremely positive about its work.
- Members of the governing body know the school's strengths and areas for development. They bring a wide range of experience to the school and are able to provide a good balance of support and challenge.

It is not yet an outstanding school because

- Teachers do not always give pupils enough opportunities to discuss in lessons and identify the next steps in their learning themselves.
- Pupils who are more able are not always given work that challenges them.
- Marking is not consistently strong in mathematics. Guidance on what pupils need to do to improve their learning is not always clear and pupils are not given regular opportunities to respond to teachers' written comments.

Information about this inspection

- Inspectors visited 23 lessons, of which two were conducted jointly with senior leaders. They listened to pupils reading and looked at pupils' work.
- A range of documentation was reviewed including the school's analysis of the progress pupils make, the school's monitoring of teaching and the development plan, governing body minutes and logs relating to behaviour and absence.
- Discussions were held with senior and middle leaders, teachers, the Chair and Vice Chair of the Governing Body, a representative from the local authority and groups of pupils. The questionnaires completed by 52 members of staff were also taken into account.
- The views of parents and carers were sought at the beginning of the school day, at a parents' forum held at the school, and the inspection team took account of 33 responses from Parent View, the Ofsted online survey.

Inspection team

Mirella Lombardo, Lead inspector	Additional Inspector
Michael Elson	Additional Inspector
Bimla Thakur	Additional Inspector

Full report

Information about this school

- The school is a larger than average primary school, with a Nursery offering 30 full-time places.
- The school has specially resourced provision for pupils with special educational needs, the Sunflower Centre, which is a specialist unit for up to seven pupils with speech and language difficulties and for pupils with autistic spectrum disorders, run by the governing body.
- The vast majority of pupils come from a minority ethnic heritage, made up almost entirely of pupils of Bangladeshi origin. Almost all pupils speak English as an additional language.
- Almost two thirds of pupils are known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed forces), which is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the proportion seen nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of any off-site alternative provision for its pupils. The school runs breakfast and after-school clubs.
- The headteacher was appointed to the school in September 2012.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - involving pupils more actively in identifying the next steps to reach higher levels of attainment
 - planning more opportunities for pupils to discuss their learning in lessons
 - making sure teachers plan appropriate activities that challenge the more able pupils from the start of each lesson
 - making sure that teachers' marking in mathematics is consistently effective in providing constructive feedback and that pupils are given opportunities to respond to their written comments.

Inspection judgements

The achievement of pupils

is good

- Children join the Nursery with knowledge and skills well below those typical for their age. They work and play in a stimulating learning environment and benefit from a wide range of experiences. As a result, they make good progress in the Early Years Foundation Stage so that by the time they reach Year 1, attainment is close to the national average and improving.
- Teachers and other adults place a strong focus on reading and writing, with books awarded to children weekly for their achievement in writing.
- By the end of Year 2, pupils reach average standards because they are taught well and provided with interesting activities in a vibrant learning environment.
- Pupils continue to achieve well as they progress through Years 3 to Year 6. In particular, progress is strongest in Year 6 so that when they leave school they reach standards that are just above average.
- Despite the high proportion of pupils who speak English as an additional language, pupils become fluent readers because of the way the school teaches them in small groups and accurately plans activities that will develop their skills according to their ability.
- Pupils make good progress in phonics (the sounds that letters make) and pupils in Year 1 performed well above average in the national phonics screening check. Those few pupils who did not reach the expected standard have, by the time they reach Year 2, caught up with the other pupils.
- Pupils enjoy reading a range of interesting books in the school and have good approaches to tackling unfamiliar words. They read confidently and are able to explain what they are reading.
- Pupils eligible for the pupil premium reach higher standards than other pupils nationally in English. Although in 2012 they achieved lower average point scores than other pupils in the school in both English and mathematics, the gap is closing rapidly so that pupils in Year 6 have now caught up with their peers.
- The progress made by disabled pupils and those who have special educational needs is good. This is because their progress is monitored well and they receive focused support in small groups.
- The Sunflower Centre on the school site provides a nurturing environment where pupils are able to make the same rates of good progress as their peers, including that of disabled pupils and those with special educational needs. In particular, they make good progress in developing their skills in reading and writing.
- Mathematics has been identified by the school as a priority for improvement and recent school data indicate the proportions of pupils making good progress is improving across the school.
- In its commitment to the promotion of equality of opportunity, the school has improved its systems for tracking the progress pupils make and supports them with additional help where necessary. As a result, all groups of pupils achieve well.

The quality of teaching

is good

- Teaching is good because teachers plan interesting lessons that make good use of pupils' real-life experiences. For example in a Year 4 class, the teacher used a video clip of a theme park ride and advertisements to develop pupils' persuasive writing techniques.
- The experiences children have in the Early Years Foundation Stage help them to settle well and develop good attitudes to learning. Adults provide good support and are skilled in helping children to improve their speaking and number skills. In a Reception class, an adult used a large number line with the children, helping them to take large jumps as they added different numbers. Good use of mathematical vocabulary supported these children in talking about the maths they were learning.

- In Key Stage 1, the teaching of phonics is strong. In a Year 1 class, pupils were invited to apply their knowledge in reading and writing activities in different ways. Skilful questioning by the teacher checked pupils' understanding and pupils were motivated to spell new words so that by the end of the lesson, the pupils had produced lists of words using the new sounds they had learnt.
- Where teaching is outstanding, teachers use constructive feedback effectively so that pupils are given clear guidance as to how their work can be improved. In a Year 6 class, pupils were guided in their responses to develop inference in writing and apply these skills effectively in a known context.
- All parents and carers who responded to a school survey believe their children are taught well. The school provides a range of opportunities to help parents support their children. These include regular coffee mornings and, in response to parents' requests, a homework club.
- Teachers identify what pupils are expected to achieve by the end of the lesson. However, this does not always give pupils a clear understanding of what they need to do to reach the next level in their learning and some pupils are not encouraged to shape their own learning in this way.
- Pupils have excellent attitudes to learning and are resilient learners. However, too often teachers spend too much time talking in lessons and often limited responses from pupils are accepted. This means there are missed opportunities for pupils to respond to teachers' questioning in more depth and reflect more deeply upon their learning.
- While work is usually planned to meet the range of abilities in a class, in some lessons more able pupils are not challenged with more demanding work from the beginning of the lesson. This slows their progress and means they can become bored.
- Marking across the school has improved and is stronger in English than in mathematics. Pupils are beginning to respond to what the teacher has written and pupils say they find this useful. However, feedback in mathematics is not always effective in giving pupils an understanding of how they can improve their work and they are not always given the chance to respond to what the teacher has written.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary in classes and around the school. They are extremely polite, courteous and well mannered. Pupils work very well together in groups and have mature cooperative skills. They clearly want to do their very best for their teachers and are resilient and hard working.
- Parents and carers are overwhelming in their support of the school. They say behaviour is always excellent and the school provides a safe environment for their children. Parents and carers have noticed the high priority given to attendance and punctuality in the school. Attendance is now in line with the national average.
- Pupils were very keen to point out that incidents of bullying in the school are very rare and if any do occur, they are dealt with very effectively by adults. They are highly aware of different types of bullying.
- They feel very safe in the school and can talk confidently about the how to keep safe. They can explain about keeping safe in the local environment, near canals and also when on the internet.
- Leaders have begun to formalise how they obtain the views of pupils on a regular basis so that they can be used to determine improvements around the school. Recently, pupils from the school council presented the governing body with their views on how funding for the playground should be used. This resulted in 'living art' sculptures being placed around the playground.
- Pupils of all ages take responsibility for their own actions. In the playground, pupils act as play leaders and this contributes to the community feel of the school. They value the range of opportunities to take on responsibility in the school, such as helping out at lunchtimes in the dining hall and membership of the school council, making decisions on how the outside space

should be used. The school actively encourages volunteering and pupils are trained on how to carry out their roles effectively. Pupils are active in the community, for example, fundraising for a local food bank charity.

The leadership and management are good

- The newly appointed headteacher provides a clear vision and sets high expectations of staff and pupils. In a very short time, he has brought about changes that have led to improvements in the progress pupils make, the rigour of assessment processes and the quality of teaching.
- Parents and carers report on improvements in communication since the appointment of the headteacher. This includes the regular parents' forum held in the school, for example a meeting attended by 40 parents and carers who discussed how they could promote healthy eating.
- New systems that have been put in place mean that teachers' pay and performance link directly to the school development plan and pupils' progress. Very rigorous systems check on the progress pupils make.
- The strong focus on improving the quality of teaching has meant regular checks are made on the performance of teachers and targets are set which help teaching to improve. Senior leaders' own evaluation of teaching is accurate. They have made sure that focused support and clear targets for development enable many teachers to improve their practice.
- The headteacher is committed to ensuring all leaders in the school play a significant contribution and share the responsibility for driving improvements.
- Leaders are supported very well in developing their roles and in how they use data to make sure pupils' achievement is strong in all year groups. Meetings with teachers to discuss the progress of individual pupils and how additional support is targeted have enabled leaders to be more actively involved in school improvement.
- The curriculum is rich and exciting. Pupils spoke eagerly about the range of clubs the school offers at lunchtime and after school. These include badminton, judo and gymnastics. The school continues its strong tradition with sport and in particular cricket, with the range of coaching opportunities pupils receive from professionals in their field.
- The quality of music provision is very high. For example, Year 1 pupils took part in a session with a specialist teacher, developing musical skills in the range and pitch of their voices.
- The local authority provides 'light-touch' support for this good school and recognises the high quality of leadership and management of the headteacher. Regular reviews of the school's performance and the quality of teaching have confirmed the headteacher's judgement. The local authority has provided training and specific support for individual teachers in guided reading and mathematics.
- **The governance of the school:**
 - Governors know about the standards in the school and how well the school is doing compared to all schools nationally. They keep informed through regular focused visits and attendance at school events. Senior leaders give them regular and informative updates on school developments and the achievement of pupils. This has enabled the governing body to have a clearer understanding of the quality of teaching and its impact on pupils' progress. They know what is being done to reward good teaching and to tackle any underperformance by staff. Strong financial systems are in place and governors are able to provide detail on how the pupil premium funding is being used to address any underachievement. Under the guidance of the headteacher, they are using this information strategically to inform future funding decisions and staff deployment. Governors have a good understanding of management of teachers' performance and how targets are aligned to the school development plan. They have undertaken training to improve their analysis of data, inspection processes and safer recruitment. All statutory arrangements with regard to safeguarding are securely in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100911
Local authority	Tower Hamlets
Inspection number	412352

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	The governing body
Chair	Mrs Jo Everest
Headteacher	Mr Ian Jones
Date of previous school inspection	November 2008
Telephone number	0207 790 1441
Fax number	0207 790 7330
Email address	admin@marionrichardson.towerhamlets.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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 0300 123 4234, or email 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

