

Marlborough Primary School

Draycott Avenue, London, SW3 3AP

Inspection dates 25–26 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress from low starting points to reach the national average in reading, writing and mathematics by the end of Year 6.
- The training needs of staff are very well met. The continuing development of their teaching skills helps pupils do well.
- Pupils in Years 1 and 2 develop a solid understanding of phonics (the sounds letters make), which helps them become confident readers and writers as they get older.
- Pupils are courteous and respectful and play and work well together. They behave sensibly when moving around the school and look after each other at playtimes.
- Governors, leaders and managers have robust systems in place to maintain and improve the quality of teaching. There were steep rises in the rates at which pupils made progress in 2013/14.
- Middle leaders are fully involved in raising pupils' achievement. They closely check pupils' work in subjects and give teachers guidance on how to improve.
- The school has worked exceptionally well with parents to improve pupils' attendance.
- The school's arrangements for keeping pupils safe and secure are outstanding.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. There is a strong sense of community of which pupils are proud and happy to be part.

It is not yet an outstanding school because

- Pupils do not do as well in reading as they do in writing and mathematics.
- Pupils are not clear about what they need to do next to improve their reading and cannot articulate what has helped them in the past.
- Pupils do not always have the chance to explain what they have read in their own words, which slows their progress in reading.

Information about this inspection

- Inspectors observed 17 lessons and parts of lessons including the teaching of phonics. Seven of these were conducted jointly with senior members of staff.
- The inspection team talked to pupils about their learning and looked at pupils' work in lessons as well as work they had completed in their books.
- Meetings were held with staff, pupils and representatives from the governing body and the local authority.
- The views of the 56 parents who completed the online survey, Parent View, were considered, as well as several letters received by the inspection team. Inspectors also spoke to a number of parents during the inspection.
- Inspectors listened to pupils reading, attended assemblies and scrutinised a wide range of documents. These included information on pupils' academic performance, checks on the quality of teaching, minutes of governing body meetings, the school's development planning, logs of behaviour incidents, attendance figures and documents relating to safeguarding and child protection.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Susan Ladipo

Additional Inspector

Michael Austins

Additional Inspector

Full report

Information about this school

- Marlborough is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly below the national average. Those supported through school action plus or with a statement of special educational needs is higher than average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for children in the care of the local authority and pupils known to be eligible for free school meals) is higher than average.
- The school serves a diverse community; far more pupils come from minority ethnic backgrounds than is the case nationally. At least 12 different ethnic groups are represented in varying proportions.
- Nearly two thirds of pupils speak English as an additional language, which is far higher than the national average. A few of these pupils are at a very early stage of learning English.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school is currently expanding. By September 2016, all year groups will have two classes, and by September 2017 the school will have moved into its new premises.
- There has been a considerable turnover of staff since the previous inspection. Five new teachers joined the school in September 2014.

What does the school need to do to improve further?

- Improve the teaching of reading, so that it is as effective as that of mathematics and writing, by ensuring that teachers:
 - show pupils what they need to do to improve
 - encourage pupils to talk about what has helped them to improve their reading in the past
 - give pupils opportunities to explain what they have read in their own words.

Inspection judgements

The leadership and management are good

- Leaders know the school well and where its strengths and weaknesses lie. When standards dipped in 2013, they analysed the reasons and implemented effective improvements. For example, they introduced a new approach to the teaching of reading and worked systematically to ensure that all teachers used it. Overall, these measures led to pupils' significantly improved progress and higher standards at all key stages.
- Leaders manage teachers' performance well. A highly effective system identifies teachers' training needs and relevant training is then provided. Once teachers' performance has improved, a new aspect is identified for development. Teachers are set challenging targets, which are regularly reviewed, and offered any necessary support to ensure they are met.
- Leaders provide clear guidance to teachers in how to improve their practice, especially those at the very earliest stages of their careers. There is a comprehensive induction package which ensures that all teachers quickly adapt to the school's high expectations.
- Middle leaders are well organised and methodical in how they check standards in subjects. They offer class teachers well-judged advice and practical support to improve their performance.
- The curriculum is interesting and relevant to pupils. Strong links with partners such as Kensington Palace provide opportunities for trips and visits which enhance what is studied in school. Pupils practise reading, writing and mathematics across a range of subjects, for example, by writing detailed reports in science or using mathematical tables in geography.
- Provision for pupils' spiritual, moral, social and cultural development is exceptional. There is a strong focus on shared values that align with the school's motto, 'Be the best you can be'. Assemblies are times for collective reflection on key themes such as kindness and courage. Pupils are genuinely pleased for each other when academic or sporting achievements are celebrated. A carefully thought out programme ensures that pupils develop a strong understanding of belief systems and lifestyles in the United Kingdom and around the world. Themed weeks complement this. For example, an upcoming week entitled 'Best of British' will cover many aspects of culture, history and society.
- The primary sport funding is used effectively to enhance provision for physical activities. The range of clubs on offer at lunchtimes and after school has increased which means more pupils attend. Teachers are developing their performance so that they are increasingly effective at improving pupils' physical skills. All this has had a positive impact on the level of physical well-being among pupils in school.
- The local authority knows the school well, understanding its particular context and providing light-touch support as befits a good school.
- **The governance of the school:**
 - The governors provide a good balance of challenging school leaders to improve their performance and supporting them to ensure targets and deadlines are met. They understand how Marlborough compares with other schools locally and nationally and use these comparisons to set targets for further improvement. For example, governors were closely involved in improving pupils' attendance. Governors understand how the school pay policy is used to set teachers' targets and know that pay rises are dependent on teachers meeting those targets. Governors keep a close eye on how funding is spent. For example, they know that the pupil premium is being used to close gaps in attainment between eligible pupils and others across the school. Governors use the training opportunities available to them to increase their skills. Governors and school leaders ensure that all statutory requirements are met and that safeguarding measures are robust and effective.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are particularly enthusiastic about playtime because they say there is always plenty to do and no one is ever left without anyone to play with. There is a strong sense of community of which pupils are proud and happy to be part.
- Pupils show respect for each other and for the adults around them because the school effectively promotes positive relationships. Pupils listen to and follow instructions well and try hard not to disturb others when they move around the school.
- Pupils are interested in the work they are given and are positive about learning. For example, they respond well to suggestions about how to improve their work. However, their behaviour is not outstanding because, occasionally, pupils lose concentration in lessons, which limits their progress.

- Attendance figures have risen sharply due to a concerted and effective approach to raising awareness of how important it is to come to school regularly. The school works closely with outside agencies to offer families support and advice. For example, staff liaise with local health services concerning pupils with long-term medical conditions.
- The school's work to keep pupils safe and secure is outstanding. Procedures for identifying and reporting any safeguarding issues are extremely thorough and the school liaises exceptionally well with other agencies in order to provide the best possible outcomes for pupils most at risk of falling behind.
- Pupils are very clear that bullying is repeated and deliberate and are aware of the many forms it can take. They are adamant that it is a very rare occurrence in their school. They explain that this is because lessons and assemblies teach them to be kind and respectful of different lifestyles, faiths and ethnic groups.
- The school teaches pupils how to stay safe from a very early age. For example, in the Early Years Foundation Stage, there is a zebra crossing in the outdoor play area and children know to look both ways and only cross if there are no cyclists nearby. Most parents agree that their children feel safe in school.
- Pupils with particular behavioural difficulties are helped to learn to manage their behaviour. A robust system of rewards, with clear sanctions fairly applied, has led to a reduction in general incidents and ensured that there have been no exclusions for the last three years.

The quality of teaching

is good

- Teachers provide a range of activities which stimulate and engage pupils' interest and engage them in lessons. Well-chosen strategies support pupils at all levels to gain a deeper understanding and are particularly helpful for pupils learning English as an additional language.
- The teaching of reading and writing is based on giving pupils a sound, basic grasp of phonics. Pupils are given interesting topics to write about and have regular opportunities to write at length. They respond well to the new approach to teaching reading, answering teachers' questions thoughtfully using examples from the text.
- In mathematics, pupils are taught to work systematically. Once they have mastered a new concept, they are given plenty of opportunities to practise it in practical situations.
- By making links across subjects, teachers ensure pupils' understanding is deepened. For example, Year 4 pupils studying a book set in South Africa are learning about various aspects of that country's history. This has ignited pupils' interest because they are able to understand the conditions that led to apartheid and the consequent struggle to be free from it.
- The more able pupils show high levels of engagement in lessons because teachers expect them to produce high quality work and give them the resources to do so. For example, in a reading lesson in Year 4, pupils were researching on tablet computers and making notes to use in their writing later.
- Teachers' expectations are not always made clear to some groups and sometimes pupils merely copy from the books they are using, which does not help them learn as effectively as they should.
- In writing and mathematics, pupils know what they need to do to improve because teachers annotate their work carefully with helpful comments and ensure that they know clearly what they need to do next. However, this good practice is not so evident in reading. Similarly, when responding to teachers' comments in their writing and mathematics books, pupils have opportunities to explain how and why they understood a particular point and what helped them learn. Teachers take account of this when planning what to teach next. Such opportunities are less frequent in reading.

The achievement of pupils

is good

- By the end of Year 6, pupils reach average standards in reading, writing and mathematics which represents good progress from their low starting points. Standards at the end of Year 2 have risen because leaders have ensured that the quality of teaching is consistently good throughout Key Stage 1.
- The improvements made in 2013/14 have resulted in pupils making more rapid progress in all year groups. This means that current Year 6 pupils are starting 2014/15 with higher levels of attainment than previous cohorts.
- The school's results in the Year 1 phonics check have improved faster than the national average. This indicates that pupils are now well prepared for reading, writing and spelling once they enter the junior classes.
- Disabled pupils and those with special educational needs make good progress because they are well

supported by specialist staff who plan activities which allow them to develop a good grasp of key concepts.

- Pupils eligible for the pupil premium do well across the school because leaders use the funding effectively to close gaps as early as possible. For example, eligible pupils in the current Year 1 attained more highly than other groups in school at the end of Reception. In 2013, the gaps between eligible pupils and others in school at the end of Year 6 were similar to those nationally in mathematics, at approximately two and a half terms, slightly worse in reading, at nearly three terms, and better in writing, at only just over a term and a half. However, the school has continued to work to eradicate these gaps and, in many year groups, the school's data suggest that gaps have been closed.
- Pupils who speak English as an additional language make the same good progress as their peers because there is a strong focus on developing vocabulary and correct grammar usage. Teachers plan carefully to meet the needs of pupils who are at the early stages of learning English so that they can catch up quickly.
- One of the many improvements in the last year is that the more able pupils are now making equally rapid progress to those in other groups. As a result, the proportions reaching the higher levels at the end of each key stage are rising.
- Pupils from different ethnic groups achieve equally well because the school is committed to ensuring equality of opportunity and is highly successful at tackling discrimination.

The early years provision

is good

- The levels of skill and experience children bring with them when they join the Early Years Foundation Stage vary. Many children are at levels slightly below those typical of three- and four-year-olds. In some areas of learning, notably communication and language, many children are at least six months behind.
- Children from different starting points make good progress across both Nursery and Reception and leave with attainment overall which is in line with the national average.
- Those children who start at the school with levels of skill and knowledge typical for their age make equally good progress and so leave Reception with levels above those expected.
- There is a good range of activities on offer. Children are adept at choosing something that interests them and staying with it for an extended period of time, thereby making the most of their learning and developing the ability to concentrate.
- Teachers are skilful at asking probing questions that make children think and require of them detailed answers. This is one of the many ways that teachers give children opportunities to develop their speaking and listening skills. For example, a table set up with artificial grass and a selection of plastic insects was used to develop an understanding of the insect world and its associated vocabulary. It also required children to employ a range of mathematical skills as they sorted the insects according to different criteria and counted their legs and antennae.
- Robust systems enable teachers to make careful checks on children's progress. Teachers keep detailed records and work well with parents so that they know exactly what each child can do in the different areas of learning. They then plan their teaching to ensure that all children can make progress.
- Children's behaviour is good in the Early Years Foundation Stage because staff help them to develop the skills to work and play well together and provide stimulating and relevant activities that sustain their interest.

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	100483
Local authority	Kensington and Chelsea
Inspection number	444002

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	349
Appropriate authority	The governing body
Chair	Susan Anstruther
Headteacher	Jessica Finer
Date of previous school inspection	9–10 March 2011
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