



Marshgate Primary School

Inspection Report

Unique Reference Number 133728
Local Authority Richmond Upon Thames
Inspection number 282349
Inspection dates 14–15 November 2006
Reporting inspector Kathryn Taylor

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

Type of school	Primary	School address	157 Queens Road
School category	Community		Richmond
Age range of pupils	4–11		TW10 6HY
Gender of pupils	Mixed	Telephone number	020 8332 6219
Number on roll (school)	286	Fax number	020 8332 6319
Appropriate authority	The governing body	Chair	Mr John Darlison
		Headteacher	Mrs Elizabeth Jackson
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 14–15 November 2006	Inspection number 282349
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a new school that opened in 2001. Currently it has pupils in year groups from Reception to Year 4. It will have its full complement of pupils, including Years 5 and 6 from September 2008. The school is currently of average size with pupils from Reception to Year 4. Its intake is ethnically very diverse. Just over half of all pupils are from minority ethnic backgrounds. Most are from a range of European Union countries, with pupils of white, British heritage being the largest group. The proportion of pupils at the early stages of learning English is above average. The proportions identified as having learning difficulties and disabilities, and with statements of special educational need, are below average. Pupils' home circumstances are generally more advantaged than those of pupils in the majority of schools. Pupil mobility is fairly high. New members of staff are appointed each year as the number of pupils increases.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. As a result of the outstanding leadership of the headteacher and governors, this new school is facing the challenges of its growth and development very well. It has established a high quality ethos, a strong partnership with others to promote learning and a good reputation within the community. Parents are very supportive and the majority have very positive views about its success. As one parent put it, 'This is a very happy school with a strong sense of community. In its short life it has already established a wide range of activities'.

Children get off to an excellent start in Reception and most meet or exceed the goals expected of them when they move into Year 1. This is because arrangements for settling them into school are good, teaching is excellent, and activities are exciting and very well planned to cater for children's ages and interests.

Overall standards are exceptionally high at the end of Year 2. This represents outstanding achievement when compared to pupils' attainment on entry to school, which is slightly above average. Overall achievement, especially in the infant stage, is outstanding because of the combined effect of a number of factors. These are, the exceptionally strong support and involvement of parents, the very close monitoring of pupils' progress, and the high quality extra help given to individuals and small groups of pupils in all year groups. In addition, pupils are taught well. Sometimes, teaching is exceptional across the school and this takes pupils learning along at a very fast rate. There is evidence of slightly slower progress of some pupils in Years 3 and 4 because the scrutiny of previously completed work shows that, teachers' marking does not always give pupils sufficient information about how to improve so they repeat their mistakes. The school has good systems to check its effectiveness, although the programme for senior leaders and subject managers to make a detailed scrutiny of pupils' work to check the impact of teaching, especially in the classes for older pupils, was not scheduled early enough this year to enable the school to tackle these weaknesses promptly.

An excellent range of visits, visitors, after school clubs and activities contribute significantly to pupils' outstanding personal development and well-being. As a result pupils develop very good relationships. Good care, guidance and support means pupils enjoy school and feel safe. A good curriculum helps pupils to make some links between subjects. However, the overuse of undemanding worksheets in the older classes limits opportunities for pupils to take pride, present their ideas and show the effort they put into their learning. The school has a good capacity to improve.

What the school should do to improve further

- Ensure that teachers' marking gives pupils a clear idea about how to improve and avoid repeating errors and reduce the use of undemanding worksheets.
- Review the programme for monitoring elements of the school's work and include checks on the impact of teaching on pupils' work, especially in the older classes.

Achievement and standards

Grade: 1

Standards in reading and writing are exceptionally high by the end of Year 2. Standards in mathematics and science are well above average. A high proportion of pupils reach the higher levels of attainment in reading, writing, science and mathematics. The school sets challenging targets for pupils to attain by the end of Year 2. These were exceeded in 2005 and 2006. The school's end of Year 3 assessments for the pupils currently in Year 4, show that the high standards they attained in English, mathematics, and science in Year 2 were maintained. There are no pupils in Years 5 and 6 at this time. Individual progress in the older classes is slightly slower when pupils repeat mistakes in their work. All groups of pupils, including those new to English and pupils with learning difficulties, make significant progress and achieve well. Pupils make good progress in information and communication technology (ICT) and attain good standards. Pupils' very competent basic skills, prepare them very well for future economic well-being.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural developments are outstanding. Pupils are polite, friendly, well behaved and confident. Pupils from different social and ethnic backgrounds work and play very happily together. They show great kindness and respect towards one another. Consequently playtimes are lively and enjoyable, and playground 'buddies' help care for any children without playmates. Attendance rates are average and the school promptly follows up any absences. The school council meets regularly to discuss pupils' ideas for improving the school, and pupils say their views are listened to and acted upon. Pupils raise funds to support a number of charities. They make some positive contributions to the community, through, for example, links with local elderly residents. Pupils develop a very good understanding of their own and each other's cultures. This is because of the many cultural activities they take part in, and because the school draws well on pupils' diverse backgrounds and parental expertise. Pupils really enjoy school. They have an excellent understanding of how to stay safe and healthy. This is because of the school's strong focus on these areas and good opportunities for physical exercise in lessons and at playtimes.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Some outstanding teaching was observed. Strengths include teachers' good subject knowledge and clear explanations, including their use of ICT. Lively teaching often makes learning exciting and interesting capturing pupils'

enthusiasm and enhancing their attitudes towards learning. The very well qualified learning support staff are deployed very effectively. They make a significant contribution to pupils' learning and self-esteem. All staff manage pupils very positively, and this results in very good relationships that encourage pupils to work hard and try hard. Teachers use marking well to provide encouragement for pupils, but in the oldest classes, where there is also an over-reliance on undemanding worksheets, do not always point out mistakes that are then repeated.

Curriculum and other activities

Grade: 2

The curriculum is good and the activities provided to enrich pupils' experiences are excellent. The Foundation Stage curriculum meets pupils' needs very well, ensuring that children enjoy a wide range of learning activities indoors and outside. The curriculum in Years 1 to 4 meets statutory requirements, and also includes French. There are particular strengths in music, ICT and personal, social and health education. The curriculum for Year 3 upwards is being extended each year, as additional year groups are established. Links between subjects are also developing, but these are not yet fully established. The school provides an excellent range of visits and visitors, themed weeks, and after school clubs and activities. These make an outstanding contribution to pupils' learning and their personal development.

Care, guidance and support

Grade: 2

Overall provision for care, guidance and support is good. Pastoral support for the pupils is excellent. Pupils are involved regularly in setting and reviewing their individual targets in mathematics and English and these help them to understand what they need to learn next. In the oldest classes, guidance about how to improve their work is not always as clear as it should be. Children with special education needs, and those at an early stage of learning English are very well supported and their progress is reviewed regularly. Parents are very appreciative of the very high levels of personal care their children receive from the time they start at the school. As one parent said, 'The school has provided excellent support for my children, since they joined the school last year from France'.

There is a very strong family atmosphere. Pupils are valued and well known to staff. They therefore feel safe and are confident that adults really care about them and want to help them. Any rare incidents of bullying are dealt with very promptly. Supervision at playtimes is very good and high priority is given to ensuring pupils' health and safety. Strong links with external agencies, parents and carers contribute very well to ensuring pupils' well-being.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher's and governors' outstanding leadership and management have been the driving force behind setting up and developing this successful new school. Together they have worked determinedly to develop the provision and resources, and to recruit and develop a staff team who share their vision and commitment to high standards. They have established a very positive ethos and ensured that equal opportunities are promoted very effectively. Other senior managers and subject leaders make a good contribution to developing the school and ensuring it runs smoothly on a day-to-day basis. Data is analysed very well to check on pupils' progress and identify those who need extra support. Senior leaders' and subject leaders' monitoring of teaching, learning, and pupils' work is regular. It is successful in identifying the strengths in provision, but it is sometimes not rigorous enough in focusing on the impact of teaching on pupils' learning

The school has strong links with other schools and organisations that help to promote an even higher standard of education. This together with the school's success in achieving high standards shows that the school is well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school. We found that Marshgate is a good school with some excellent features, and there are a few things that could be even better.

These are the things we especially liked about Marshgate Primary School.

- You reach high standards and make good progress.
- You are very friendly, well-behaved and very polite. You get on very well together and take good care of each other. This really helps to make your school a happy one.
- Your school is well led and managed.
- Everyone who works in the school makes sure that you settle into school quickly, enjoy school, and understand how to stay safe and healthy.
- Teaching is good and the staff provide many interesting activities during and after school.

There are some things that could be better.

- We have asked your teachers, especially in the older classes to help you to avoid making the same mistakes in your work and to use fewer worksheets so you can show how you take pride in your work.
- We have also asked the headteacher to help all the teachers to look at the way their teaching helps you to learn as well as you can.

We feel certain that you will want to help your headteacher, teachers and other staff to make your school even better.

With very best wishes,

Kathryn Taylor Lead Inspector