

Inspection of Marriott Primary School

Broughton Road, Leicester, Leicestershire LE2 6NE

Inspection dates: 10 and 11 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils say that they like coming to Marriott. They feel listened to. They say that it is a 'big family' where staff care for them and want the best for them all. Pupils proudly walk Winnie, the therapy dog, around the grounds. She is adored wherever she goes.

Pupils told inspectors how staff set a good example to them and help them to behave well. They like the 'Marriott's Merits' system, and the certificates and rewards they get for good attendance. They love the many inter-school sporting competitions and clubs provided. They say that lessons are 'fun'. These are not interrupted by poor behaviour, and pupils work hard. Teachers help them to catch up in their learning after the restrictions of the COVID-19 pandemic.

Pupils are clear that, while there is some bullying from time to time, they feel safe in school. Staff generally sort out any unkindness quickly and firmly. Pupils get on together happily. Some pupils find it difficult to manage their own behaviour, but this is very well dealt with. The adults in 'the hub' provide exceptional support. Staff welcome to the school every pupil, regardless of how high their level of need is. They refuse to give up on any one of them.

What does the school do well and what does it need to do better?

Senior leaders' integrity and dedication to the education and future of every pupil set the tone at Marriott Primary. They ensure that every child, including those excluded from other schools, will have their needs met. These qualities are reflected in the staff who work there. Staff work and communicate very closely together to give pupils the consistency they need. For example, no stone is left unturned to support pupils with special educational needs and/or disabilities (SEND) to access the curriculum. This is despite the multiple difficulties many face, both academically and socially. Staff feel well supported, and are grateful that leaders take their workload into account when making decisions.

The curriculum in early years is designed to prepare children well for Year 1. Staff are trained to build children's knowledge of language and communication skills. They do so with skill. Children in Nursery Year are taught to listen for different sounds. This helps them to be fully ready to begin phonics at the very start of Reception Year. Teaching children to read as quickly as possible is a priority for the school. Staff use a consistent approach and know exactly what sounds each child needs to learn next. Inspectors saw staff and children using their 'robot arms' to read words such as 'quilt' and 'quench'. Staff give daily and intensive support to any children whose skills in reading are not secure.

Leaders are clear about the things they want pupils to know in different subjects at different points in time. They have arranged lessons in a logical order to help pupils remember them. In mathematics, Year 3 pupils can understand denominators and

numerators because they have already been taught a secure knowledge of number.

Teachers have identified, and are attending to, the knowledge that pupils have missed or forgotten because of the COVID-19 pandemic. Lessons are improving pupils' writing, so that pupils can use vocabulary such as 'viciously' and 'hand-crafted'. Pupils' achievement is catching up quickly. There are assessment procedures in place to check what pupils know. However, leaders of some foundation subjects do not yet have a precise understanding of how their colleagues use these assessments to inform future learning.

Pupils' personal development is good. They are taught well about relationships, different cultures and the importance of respecting all. They have a secure understanding of the protected characteristics. They know that it is wrong that, for instance, women or people of a different ethnicity or religion are sometimes treated unfairly. They are taught citizenship well. They learn about democracy and laws, and take part in moral debates about, for example, vegetarianism. Pastoral care is of an exceptional quality. Staff are dedicated and unceasing in their work. They raise pupils' attendance, improve pupils' mental well-being and help those who have experienced trauma and abuse. Pupils in danger of suspension are given excellent support. Leaders have wasted no time in providing once again a wide range of clubs and activities, such as chess and tennis.

Pupils behave well at Marriott. In class, they pay attention and listen to their teachers. They follow instructions and complete their work to high standards. This means that everyone can learn. They play and socialise together happily at breaktimes. They keep the school tidy and show respect for each other, and towards staff and visitors. Staff deal with bullying in an effective way.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff receive regular safeguarding training. Staff understand fully their responsibilities to report any concern they have. Leaders, in turn, have an excellent oversight of all vulnerable pupils. They can explain with precision the actions they have taken. Detailed safeguarding records confirm that these actions are both timely and well judged.

Good procedures and practices are in place to protect pupils. This includes protection from any sexual harassment by peers, should it occur. Leaders do all they possibly can to support pupils being harmed or being at risk of harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers are relatively new to the school or their roles. Leaders of some foundation subjects are not as clear as they could be about how their colleagues

are using the assessment systems, some of which have only recently been implemented. This risks the school's capacity to attend to any weaknesses with promptness and precision. Senior leaders should ensure that all subject leaders are given support to develop a secure, consistent understanding of assessment use and findings in the subject for which they are responsible, so that they can make any adjustments needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120077
Local authority	Leicester
Inspection number	10227871
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair of governing body	Steve Wilson
Headteacher	Ruth Neill and Sheila Crichton (Co-headteachers)
Website	www.marriott.leicester.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- There have been no significant changes since the previous inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- In order to judge the quality of education, inspectors focused the inspection on specific subjects of the curriculum. They undertook deep dives in reading, mathematics, history, and art and design. This involved meeting with senior and subject leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. They met pupils from the lessons and looked at their work in these and in other subjects. They held meetings with teachers about the curriculum they were delivering. Inspectors heard children in different year

groups read books. They looked at other subjects of the curriculum, such as writing, in less depth.

- Inspectors met with representatives of the governing body and the coordinator for pupils with SEND. They held a telephone conversation with a representative of the local authority. Inspectors read a wide variety of school documents, including the school development plan. They also spoke with other members of staff, such as those who are new to the teaching profession, and to midday supervisors. They checked whether pupils were safe and happy at the school's breakfast club.
- Inspectors took note of the responses to Ofsted Parent View, met with parents and carers at the start of both days of the inspection, and considered the results of the Ofsted staff questionnaire. They met pupils from a wide variety of year groups to ask their views about the school, and what they feel it provides for them.
- In order to judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated safeguarding lead. They also spoke with staff to check details of their safeguarding knowledge and training, and to see whether staff understood the importance of their responsibility to report any safeguarding concerns without delay, and if they knew the procedure to do this. Inspectors also checked samples of safeguarding records.

Inspection team

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