

# Margaretting Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique reference number</b>	115116
<b>Local authority</b>	Essex
<b>Inspection number</b>	379007
<b>Inspection dates</b>	1–2 March 2012
<b>Lead inspector</b>	Norma Ball

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Stephens
<b>Headteacher</b>	Andrew Gillett
<b>Date of previous school inspection</b>	19 April 2007
<b>School address</b>	Penny's Lane Margaretting Ingatestone CM4 0HA
<b>Telephone number</b>	01277 352114
<b>Fax number</b>	01277 354483
<b>Email address</b>	admin@margaretting.essex.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	1–2 March 2012
<b>Inspection number</b>	379007



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## Introduction

Inspection team

Norma Ball

Additional inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons, including one small teaching group withdrawn from class, taught by a total of six teachers. The inspector made visits to classes to look at displays and observe individual pupils and groups at work, and to listen to pupils read. Meetings with the headteacher, teaching staff, members of the governing body and pupils and also informal meetings with parents and carers took place during the inspection. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed the school's work and scrutinised samples of pupils' work, teachers' planning, the school's systems for tracking pupils' progress, and documentation relating to management, curriculum and safeguarding. In addition, the inspector took account of responses to questionnaires from 20 parents and carers, 8 staff and 32 pupils.

## Information about the school

Margaretting is a very small primary school. The majority of pupils are of White British heritage. Very few of pupils are from minority ethnic heritages or speak English as an additional language. The number of pupils known to be eligible for free school meals is fewer than that found nationally. The proportion of disabled pupils and those who have special educational needs is similar to that found in most primary schools and their needs are varied. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. It holds the Active Mark award. Pupils are taught in three mixed-age classes from Reception to Year 6. In the Early Years Foundation Stage the children in the Reception class are taught separately in the morning and with pupils from Year 1 and Year 2 in the afternoon. The headteacher was appointed in July 2011.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Margaretting provides a good education for its pupils; it is not outstanding because attainment in English is variable. Pupils’ achievement is good and their attainment is above average. All pupils, including disabled pupils, those who have special educational needs and those who speak English as an additional language, make good progress from their individual starting points because of the school’s inclusive and nurturing ethos.
- Good teaching ensures that lessons are challenging and engage and motivate pupils well. Pupils are set challenging targets in literacy and numeracy which encourage independence and accelerate progress. Work is marked regularly and carefully but teachers do not identify clearly and consistently how and where a piece of work can be improved and what pupils need to learn next. Teachers track pupils’ progress carefully and plan tasks in lessons to effectively match pupils’ needs in mixed age classes.
- Behaviour in lessons and around the school is consistently good because teachers set high expectations for pupils. Pupils say they feel safe in school and their parents and carers are in full agreement. The school council and house captains have valued roles in the school and contribute well to their school community.
- The broad curriculum and strong teaching have a positive impact on pupils’ social, moral, spiritual and cultural development.
- The headteacher, staff and governing body share a strong ambition to improve the school further. Leaders and managers have accurately evaluated the schools’ performance; they lead teaching, learning and effectively improve school performance. The curriculum provides a good range of learning experiences for pupils but opportunities are sometimes missed for them to practise their basic skills, especially in literacy, which is not always linked to other subjects and themes.

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## What does the school need to do to improve further?

- Improve attainment in writing by ensuring teachers' marking consistently and clearly identifies how to improve a piece of work and what pupils need to learn next.
- By September 2012 strengthen the curriculum by planning closer links between subjects to provide pupils with more varied opportunities to practise and extend their writing in interesting ways.

## Main report

### Achievement of pupils

Pupils' academic achievement is good. Pupils enter the Early Years Foundation Stage with skills and abilities that vary from year to year but are generally similar to other children of the same age. They make a good start to their learning because activities are stimulating and their progress is carefully monitored. Good progress continues through the school and by the end of Year 6, pupils attainment is above average. Attainment in mathematics is exceptionally high. Inspection evidence indicates that most pupils are reading at or above expected levels, but their skills in writing are average. Pupils' reading is reviewed daily and all pupils enjoy the good range of reading books available to them. The mathematical expertise of the headteacher and is used very effectively, in team-teaching, in Years 5 and 6 and pupils make exceptionally good progress. Underachievement in writing at the end of Year 6 was unexpected and contrary to the improving trend in attainment. The school has taken incisive action to stimulate pupils' interest, by using carefully selected writing materials that have a close focus on extending vocabulary. The school's own tracking together with inspection evidence indicates that achievement in writing is improving rapidly.

Pupils enjoy learning and this makes a positive contribution to their achievement. They share their ideas well and join in class discussions enthusiastically and confidently; this contributes significantly to the good progress they make. Pupils settle quickly to their independent learning tasks because they want to do well. The school's early identification and carefully tailored support for disabled pupils and those with special educational needs helps them to make good progress. Their attainment is better than similar pupils nationally because teachers adapt tasks sensitively to both challenge and build their confidence. Parents and carers, who expressed a view, are justifiably pleased their children's progress.

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## Quality of teaching

Pupils and their parents and carers value the good quality of teaching. Teachers track pupil's progress carefully and this information is used well to plan appropriately challenging activities in lessons for pupils of different ages and abilities. Teachers regularly set literacy and numeracy targets and discuss them with their pupils, who find them helpful and use them sensibly in lessons. In a literacy lesson for Years 3 and 4, for example, the teacher planned carefully for pupils to consider poems and how they might improve descriptions in interesting ways. Pupils were encouraged to reflect on how well they had done in the previous lesson, and on their targets. The work was planned well for different ability groups and pupils made good progress in their writing task. Teachers use questioning well to extend pupils' thinking and also to assess their understanding and to identify what areas of work need to be explored further. They encourage pupils to contribute in lessons, value their responses, and successfully use these opportunities to increase pupils' confidence.

Teachers provide good opportunities to develop pupils' social, moral, spiritual and cultural development. In their work on Roman Britain, for example, pupils reflected on the treatment that Boudicca and her tribe received from the invading Roman army. There is a prayer table with a prayer box in which pupils post their private prayers and all have contributed to new school prayer. Courtesy, kindness and honesty are fostered consistently through the school.

In the Early Years Foundation Stage teaching is good and children settle quickly. They develop independence such selecting their own activities and games to play as well as learning to share and to consider the feelings of others. They have a range of exciting activities which cover all areas of learning well. Pupils who speak English as an additional language receive good support; adults model language well to extend their speaking skills and vocabulary through stimulating word based activities. Children learn to blend sounds and letters well in the Early Years Foundations Stage and this develops their reading skills quickly. Teachers encourage independent learning progressively through the school, especially by guiding pupils to review their own progress and understanding in lessons and tactfully commenting on the contributions of their classmates. Teaching support assistants are deployed well to provide sensitive and very effective support for disabled pupils and those with special educational needs in lessons and in group work out of class.

## Behaviour and safety of pupils

All the parents and carers who responded to the questionnaire feel that behaviour is good. Inspection evidence and school data confirms this. Pupils respond to the high expectations set for them by teachers. One pupil, typical of many, said, 'Everyone treats you like family and we know each other. We learn a lot and if you don't understand our teachers always help'. Pupils feel safe in school and show confidence in the personal and academic support they receive. The school code is well respected and regularly reviewed in assemblies. Pupils have a well-developed sense of how to stay safe. They are informed well about using the internet wisely and can explain

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why bullying using text or e-mail messages is not acceptable. When consulted, pupils said that bullying rarely happens and in lessons any inattention or small incidents of silliness are dealt with quickly. At playtime pupils of all ages mix well together and older pupils show consideration for younger ones, including Reception children who join them at playtimes. Attendance is above average and reflects pupils' enjoyment in learning and high regard for their school.

## **Leadership and management**

The committed and energetic leadership of the headteacher is at the heart of this united and ambitious staff team. There is a shared drive to improve the school further as shown by the speedy and effective steps taken to improve achievement in writing. Roles and responsibilities are carefully structured within the small teaching team to ensure close monitoring of all areas of the school's work is efficient and improvements identified and prioritised. The school carefully and accurately evaluates its effectiveness and has constructed a detailed school development plan. A regular cycle of lesson observations by the headteacher underpins the good teaching. Development points are identified, shared and valued by all staff; actions taken in response to these discussions are effective in improving the quality of teaching. There is a sharp focus on improving school performance and all development points from the previous inspection have been fully addressed. The school has a good capacity to improve further.

The governing body are very supportive of the school and offer searching challenge based on their good knowledge gained from regular visits. They play an active and improving role in strategic planning. Arrangements to ensure pupils' safeguarding and their health and safety are rigorous and regularly reviewed. Policies and procedures are well integrated and staff training is updated efficiently. A notable feature of the good links with parents and carers is the encouragement of pupils to attend termly progress consultation events. They are included fully in discussions of their progress with their teacher and parent or carer, focusing them on areas where they have done well but and how they can improve their achievement further.

The curriculum provides a well-balanced range of experiences for pupils of all ages and is enhanced by the addition of visits and visitors to the school that enrich learning beyond the classroom. Some steps have been taken to provide more opportunities for pupils to extend their basic skills in literacy, numeracy and information and communication technology. However, the school recognises that further work remains to be done to ensure that such links are systematically planned and monitored, especially in writing, so that pupils have more opportunities to extend their writing skills and extend the work done in literacy lessons.

All pupils are known and valued as individuals and equality of opportunity is promoted well for all groups, including disabled pupils and those with special educational needs and those who speak English as an additional language. This contributes well to pupils' self confidence and also reinforces respect for others. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural

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development as well as developing and extending their knowledge and understanding. In lessons and assemblies pupils' moral and social skills are developed effectively and they are encouraged to reflect on important issues such as respect, honesty and fairness. Other faiths and cultures within the school community and beyond are valued and explored well so pupils have a clear perception of life beyond the village community.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



5 March 2012

Dear Pupils

**Inspection of Margaretting Church of England Voluntary Controlled Primary School, Ingatestone CM4 0HA**

Thank you for the friendly welcome you gave me when I came to your school recently and for completing the questionnaires. I would like to say a special thank you to those of you who met with me to share your views. You were very helpful and I enjoyed talking to you very much.

You told me that Margaretting is a good school and I agree with you. Your headteacher, other staff and the governing body work well together to make your school a friendly and happy place in which to learn. Your teachers and other adults in school are successful in making sure that your lessons are interesting and you learn a lot. You told me that you like school and I saw how much you enjoy learning and working together. You behave well and show kindness and courtesy to each other, to the staff and to visitors. You know a lot about being safe and healthy and you are well cared for by all adults.

I have suggested two things which will help to make your school even better. I have asked your teachers to:

- always make it very clear to you when they mark your work exactly how you could improve it and what you need to learn next. This will help you to make even better progress.
- link other subjects together to make interesting themes that will be fun to do and give you more chances to practise your writing.

You can all help by continuing to work hard and doing your best at school. It was a great pleasure to visit Margaretting and I wish you every success for the future.

Yours sincerely

Norma Ball  
Lead inspector

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