

Queen Margaret Primary School and Children's Centre

Inspection report

Unique Reference Number	115560
Local Authority	Gloucestershire
Inspection number	357778
Inspection dates	2–3 February 2011
Reporting inspector	Michael Merchant

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Christine Danter
Headteacher	Philip Evans
Date of previous school inspection	12 March 2008
School address	York Road Tewkesbury Gloucestershire GL20 5HU
Telephone number	01684292198
Fax number	01684290854
Email address	admin@queenmargaret.gloucs.sch.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed six teachers. They held meetings with members of the governing body, staff, senior staff and groups of pupils. They also talked to groups of parents and carers who were present at the start and finish of the school day. Inspectors observed the school's work, and examined its improvement plan, the governing body minutes, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 21 parents and carers and 57 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and progress in mathematics.
- How well teaching takes account of the needs of different groups of pupils and helps all pupils to improve their attainment and progress.
- The effectiveness of the curriculum in motivating and inspiring all pupils and providing challenge and interest for them.
- The effectiveness of middle leaders and the governing body in monitoring and evaluating achievement and the quality of teaching and learning, and in contributing to school improvement.

Information about the school

This school is smaller than most other primary schools. The very large majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is much lower than is typically found. The proportion of pupils who are known to be eligible for free school meals is above average. The number of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to that typically found. Their needs relate mainly to moderate learning difficulties. There is a Children's Centre attached to the school, which provides a range of services for parents and carers and their children from birth until they enter the Reception class aged four. This is not managed by the school's governing body and is subject to a separate report. The school has a breakfast and after-school club on the site as well as a holiday club. The school has several awards, including Healthy School, International School and Investors in People status.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In this satisfactory school, pupils are happy, confident and have positive attitudes towards their learning and each other. One pupil reflected the views of many when saying, 'School is fantastic. We are like one family here.' The vast majority of parents and carers are supportive, and even those who have some criticisms recognise that their children like coming to school. ♦

Children make good progress through the Reception class but progress is inconsistent between subjects in the main school where it is satisfactory overall. At the end of Year 6, attainment is broadly average. Results in national tests are getting better year on year and those taken at the end of Year 6 in 2010 were the school's best ever. Attainment is rising particularly sharply in English, but less so in mathematics, where many pupils find higher level problem-solving and mathematical investigation skills very difficult.

Lessons are typified by enthusiasm, enjoyment, engagement and good behaviour. Consequently, pupils are well motivated, come to school ready to learn and are eager to contribute to lessons. Learning is often held back, however, because teachers do not always ensure that pupils are given sufficient time to work independently and to talk about their findings. Moreover, they do not always ensure that pupils have a clear understanding of what they have learnt in the lesson. Sometimes, tasks set in lessons do not provide maximum challenge for all pupils, particularly the most able. The curriculum ensures that learning is meaningful and enjoyable. It usually matches pupils' needs well. Links between subjects have yet to be fully exploited to provide even more opportunities for pupils to practise skills such as numeracy as well as those of research and enquiry.

Pupils' personal skills are good, as is their spiritual, moral, social and cultural development. They have a high regard for both their classmates and for the adults who work with them. Staff have created a school in which all pupils get on well together. Pupils' behaviour is good and is promoted by a shared set of values based on care and consideration throughout the school. Pupils' enjoyment of school is palpable and is reflected in the improving attendance rate which is above average. Sensitive and vigilant pastoral care ensures that by the time pupils leave in Year 6, they are confident, well-rounded young people, ready to play their full part in the world beyond school. ♦

The headteacher and senior team are doing the right things to tackle the school's weaknesses. Recent initiatives, such as a focus on improving pupils' writing and comprehension skills in English, are having a positive impact on test results at the end of Year 6, and demonstrate that the school has a satisfactory capacity to sustain improvements. The school has a wealth of data to track pupils' progress but many of the judgements in its self-evaluation were over-optimistic. The governing body supports the school well and plays a key role in promoting effective links with parents and carers.

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However, they have yet to fully and systematically evaluate the work of the school or to play an active part in setting school priorities.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase attainment and the rate of progress that pupils make in mathematics in all years so that it matches that achieved in English by:
 - giving more opportunities for pupils to develop their mathematical investigation and problem-solving skills
 - making sure that pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve them further.
- Build on current good practice to further increase the proportion of good and outstanding teaching and learning in all year groups by:
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
 - making better use of assessment information to ensure that there is a sharper match of work to pupils' different abilities.
- Develop the individual skills and expertise of governors to ensure they play a robust and strong role in shaping the strategic direction of the school.

Outcomes for individuals and groups of pupils

3

Children join the school in the Reception class with skills and abilities which are variable, but broadly in line with those expected of their age. The work seen by inspectors in lessons confirms the overall picture of satisfactory progress and broadly average attainment. Progress was seen to be most rapid in English. This is because teachers explain complicated ideas well and have rightly focused on encouraging pupils to explain their ideas after reading a text, which in turn develops their ability to write well. Progress is slower in mathematics because of the difficulty many pupils have in solving written number problems. Pupils greatly enjoy school, grow in confidence and develop very positive attitudes to learning. The quality of learning in all lessons is now at least satisfactory and on an increasing number of occasions, better. For instance, in an exciting Year 3/4 literacy lesson, all groups of pupils made rapid progress in developing their skills of analysing 3D shapes and really enjoyed the challenge of the task. The school is very conscious of the needs of all pupils. It works effectively to support pupils with special educational needs and/or disabilities and those who enter the school with particularly low levels of attainment. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

Pupils have a well-developed understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. They have a good understanding of how to be safe in the community, and enthusiastically and knowledgeably explain the value of

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adopting healthy lifestyles and the need for exercise. Pupils are lively, questioning and were keen to engage inspectors in conversation about their school. Pupils develop good social and interpersonal skills and relish working collaboratively, having highly developed skills of listening, taking turns, and giving and receiving positive criticism. This, together with secure standards in key skills, particularly in English and information and communication technology, and their above average attendance, means that they are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are confident and knowledgeable, and create a well-ordered and calm environment. They are good at telling pupils exactly what they are expected to do in lessons and this helps them make sense of their learning. In the most effective lessons, pupils benefit from teachers who have high expectations for pupils' learning. In these lessons, pupils make good progress because assessment information is used well to match teaching styles, questions and activities to the range of pupils' needs. Regular feedback from the teacher and peer- and self-assessment challenge them to improve further.

However, weaknesses in the teaching are inhibiting pupils' progress in too many lessons, particularly in numeracy. Assessment information is not used well enough in all lessons to plan activities to meet pupils' different needs effectively. As a result, pupils are sometimes given activities that are either not challenging enough or too hard, and their

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learning is then restricted. ♦ Teachers sometimes talk too much, which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to talk about what they have learnt. Teachers do not always ensure that at the end of lessons, pupils have fully understood what they have been expected to learn and that they know what to do to further improve.

Assessment procedures to check pupils' progress have improved markedly since the previous inspection. Teachers are now more aware of the progress that different groups of pupils are making, including those who need to make up lost ground. Pupils have targets in English and mathematics, but their knowledge of how to reach them is variable.

The curriculum supports pupils' personal development well through very effective personal, social and health education, and there is an excellent focus on using visits to widen pupils' life experiences. Pupils greatly enjoy the breakfast and after-school clubs which contribute well to their social skills. However, the school recognises that links between subjects are not as yet fully developed. Therefore, pupils have fewer opportunities to use and apply their number skills across a range of subjects. Good attention is given to all aspects of care, guidance and support. Pupils are known to staff as individuals. Their learning, personal development and well-being are monitored rigorously and their needs are met by very well targeted support. Starting in the Children's Centre, the school works closely with families, children and a range of agencies to sustain the academic and personal development of pupils facing challenging circumstances. As a result, behaviour and attendance have improved substantially and vulnerable pupils progress as well as their peers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's sound leadership has given the school a clear direction and staff are eager to take responsibility for their respective areas. They have responded with enthusiasm and initiative. There is a complete understanding by all leaders that there needs to be more consistently good teaching to ensure that all pupils make better than satisfactory progress. Well supported by senior staff, middle leaders are increasingly taking on the role of monitoring the quality of provision and tracking pupils' progress within their phase or subject.

At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through careful monitoring and well-directed support. Outcomes for all groups of pupils, given their different starting points, are broadly

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similar, indicating that the school's commitment to equal opportunities is translated into practice.

The effectiveness of the governing body is satisfactory, including in its work to promote safeguarding. Some important issues regarding site security were identified by inspectors. The headteacher and governing body had recognised these risks and, by the time inspectors had left the school, work was securely in hand to rectify them. The governing body is very supportive of the school but is insufficiently involved in prioritising improvement. Its approach to evaluating the effectiveness of some policies and procedures is insufficiently rigorous.

While there are good features in the school's existing work on promoting community cohesion, in the school itself, for example, the school is aware that some elements have yet to be developed more fully. It recognises the need, for instance, to forge links with other schools in more ethnically and socially diverse areas in the United Kingdom and enhance other aspects of this work across the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Very effective liaison between the school and the Children's Centre ensures that children settle in to the Reception class quickly, are keen to learn, play together well and are well behaved. By the time they enter Year 1, most children are working securely towards their early learning goals. ♦In class, children have access to a varied and stimulating range of activities which support their personal development as well as their communication, language and literacy skills, creative development, and knowledge and understanding of the world. Staff make very good use of these and the outdoor facilities and there is a good balance between child-initiated and adult-led activities. Phonics (the learning of letters and

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sounds) are taught daily. All adults make observations of children and carefully assess their learning. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused on children's differing needs. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years curriculum and constantly reviews her practice to ensure that all children receive high-quality care and support.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although a much lower than average proportion of parents and carers returned the questionnaire than is typically found for similar schools, the school and its headteacher clearly enjoy the confidence and support of those parents and carers who did. Many parents and carers spoke to inspectors at the beginning and the end of the day and voiced overwhelmingly positive comments about the school. A number of individual comments praised the high-quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and the big improvements seen in pupil attainment over the last three years. The very few criticisms were followed up as inspection trails during the visit. The inspection evidence confirmed that the school has developed and implemented plans to deal with each issue raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen Margaret Primary School and Children's Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	5	24	1	5	0	0
The school keeps my child safe	14	67	7	33	0	0	0	0
My school informs me about my child's progress	10	48	10	48	1	5	0	0
My child is making enough progress at this school	13	62	6	29	1	5	1	5
The teaching is good at this school	13	62	6	29	2	10	0	0
The school helps me to support my child's learning	10	48	9	43	1	5	1	5
The school helps my child to have a healthy lifestyle	8	38	13	62	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	43	9	43	1	5	0	0
The school meets my child's particular needs	13	62	7	33	1	5	0	0
The school deals effectively with unacceptable behaviour	7	33	12	57	0	0	1	5
The school takes account of my suggestions and concerns	9	50	9	43	1	5	0	0
The school is led and managed effectively	13	62	8	38	0	0	0	0
Overall, I am happy with my child's experience at this school	14	67	6	29	1	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



4 February 2011

Dear Pupils

Queen Margaret Primary School and Children's Centre, Tewkesbury GL20 5HU

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you. Queen Margaret's is a satisfactory school. It has many good features and you are right to be proud of it, although there are some things that it can still do better.

Your personal development is good. You behave well around the school and in your classes and you look after each other well, too. You relish working in groups and helping each other to learn, and you readily help your classmates when they find things difficult. You make satisfactory progress as you move through the school and your achievement is getting better quickly in English. By the time you leave at the end of Year 6, your attainment is similar to that in most other schools. Your teachers and teaching assistants take good care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work. Your headteacher and all your other teachers know how to make sure that your school continues to get even better.

To help them to do this, we have asked your school to do the following.

- Ensure that more of you make faster progress in mathematics at the end of Year 6 by giving you more practice at solving number problems.
- Make sure that in all lessons, teachers plan activities that challenge you.
- Give you more opportunities to learn for yourself in lessons.
- Make sure that governors are in a good position to monitor how school policies are progressing and help the school to plan for the future.

I am sure that all of you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

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