

Queen Margaret Primary School

York Road, Tewkesbury, Gloucestershire, GL20 5HU

Inspection dates 31 January–1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The passionate commitment that school staff display for the pupils and the community they serve creates a real sense of family and belonging, which positively supports learning.
- The strong, clear vision of the headteacher and her effective leadership enable others to make a positive difference to the way pupils learn and thrive.
- Pupils across all year groups are making better than expected progress. By the time they leave Year 6 they are in line or above national average. Teaching is consistently good and often outstanding. Teachers are very skilled in planning for the needs of all groups of pupils, offering creative challenges that engage all abilities, helping all to progress.
- Teaching assistants work effectively in partnership with teachers particularly when supporting disabled pupils and those with special educational needs, encouraging confidence and successful learning.
- Behaviour is consistently good and pupils say there is no bullying.
- Pupils display very good attitudes and a desire to learn. The positive relationships which exist between all members of the school help all groups to learn effectively.
- The headteacher, senior leaders and governors are committed to driving school improvement, effectively monitoring the quality of teaching and learning, enabling pupils in all year groups to progress rapidly.

It is not yet an outstanding school because

- Strategies to improve teaching, such as the use of learning boards to increase challenge, are not yet being used to their full effect in all classrooms.
- Opportunities for parents to become involved in their children's learning are not yet fully established.

Information about this inspection

- The inspector visited all classrooms and observed 10 lessons, all of which were joint observations with the headteacher. The teaching of phonics was observed in Reception, Year 1 and Year 2 classes.
- Pupils' work in books was scrutinised during lessons and opportunities were taken to discuss the work with pupils from each of the classes, in formal and informal settings.
- A sample group of pupils from Years 1, 2, 3 and 4 were heard read.
- The inspector undertook two learning walks around the school, one with the headteacher and one with a selected group of pupils from Year 6.
- The behaviour of the pupils of the school was observed in a range of settings including the playground, dining hall, assembly, around the school and in classes.
- School documentation, including external reviews and reports from the local authority and external consultants, tracking data, achievement and progress reports, questionnaires and monitoring data were scrutinised.
- Meetings were held with the headteacher, senior leaders, governors and a representative from the local authority.
- Questionnaires from school staff were collected and analysed and the views of six parents' responses to the on-line questionnaire (Parent View) were also taken into account.

Inspection team

Marianne Phillips, Lead inspector

Additional Inspector

Full report

Information about this school

- Queen Margaret's is a smaller than average primary school.
- The vast majority of pupils are from White British heritage.
- The numbers of pupils known to be eligible for free school meals is nearly twice the national average.
- The proportion of pupils supported at school action has been above national averages for the past two years. The proportion of pupils supported at school action plus or with a statement of special educational needs is below national average.
- In 2012–2013 the proportion of pupils known to be eligible for additional funding through the pupil premium is well above national average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- The headteacher took up her position in September 2012.
- There is a private children's centre on site which did not form part of this inspection.
- The school does not make use of any alternative provision for its pupils.

What does the school need to do to improve further?

- Raise the quality of teaching so that more becomes outstanding by:
 - ensuring the outstanding teaching observed is sustained and the good teaching seen becomes consistently outstanding
 - ensuring standards continue to rise, building upon the rapid and accelerated progress being made by all groups of pupils across the school.
- Provide more opportunities for parents to support their children's learning at home by:
 - providing appropriate training and support to help them understand how their children learn and progress
 - extending opportunities for parents to come into school and participate in partnership with teachers to support learning
 - building parental confidence to engage positively with the school.

Inspection judgements

The achievement of pupils is good

- Children enter school with attainment well below age-related expectations in literacy and numeracy. Current data for the present Reception cohort show that by December 2012 the gap in achievement had been closed with 91% of children working at age-related expectations for writing, and 68% working at age-related expectations for reading and numeracy.
- Pupils' achievement is consistently good. Pupils in all year groups make rapid and accelerated progress in literacy and numeracy. By the time pupils leave Year 6 attainment is in line with or above national average, particularly in writing and Level 5 mathematics. Current data show pupils in Year 2 and Year 6 are making similar progress and on target to achieve similar levels at the end of 2013.
- Pupils' writing and problem solving in mathematics has been a focus for improvement. The impact has been very successful for all pupils in both subjects, particularly writing.
- A higher proportion of pupils achieved the expected level in the Year 1 phonics screening check than was the case nationally.
- The proportion of pupils who achieved the expected level in the Year 1 phonics screening check in 2012 was below the national average. Nevertheless, the teaching of phonics (letters and the sounds they make) has enabled pupils to achieve well in reading overall. Pupils read widely and often. However, parents do not always support their children's learning by hearing them read at home.
- The learning and progress of all groups is showing rapid and accelerated improvement, particularly for those pupils known to be eligible for free school meals. Pupil premium funding has been used well and as a result in 2011 the achievement gap was narrowed in comparison with national average. In 2012 more pupils eligible for free school meals achieved Level 5+ in English than non-free school meal pupils in school and in comparison with those pupils eligible for free school meals nationally.
- Disabled pupils and those who have special educational needs make similar progress to their classmates because of the good support provided.
- The school has appointed a learning mentor to increase the emotional and social support provided for pupils whose circumstances make them more vulnerable.
- Pupils say they really enjoy school. As one pupil, asked to share what was special about his school, stated, 'everything is special in this school, it's great'. Only a very small number of parents took the opportunity to express their views on 'Parent View'. These views were very positive, as were those expressed in previous in-house questionnaires, administered by the school. The school would like more parents to actively support their children's learning.
- The headteacher displays a passionate commitment to the pupils and their families and has been very effective in uniting the school staff and governors in their drive for school improvement. Her clarity of vision and professional support has empowered staff to effectively target areas of weakness and to raise standards of attainment for all pupils.

The quality of teaching is good

- Teaching in all subjects, particularly English and mathematics, is consistently good with many examples of outstanding teaching seen. The headteacher has introduced systems such as the use of 'learning boards' and whole-school approaches to marking across the school.
- The 'learning boards' clearly define graded levels of challenge for the pupils of all abilities, throughout each lesson, with 1 star, 2 star and 3 star steps of difficulty. Marking of pupils' responses consistently uses praise and guidance for next steps in learning, with very successful outcomes. Consequently, pupils' progress in learning, for all ability groups is rapid and accelerated.
- Teachers and teaching assistants work very skilfully in partnership, targeting learning difficulties which may arise, through careful monitoring, questioning and encouraging pupils to explain their

thinking and understanding. This also supports the development of pupils' speaking and listening skills and as a result pupils' language skills are strong.

- Teachers make their expectations very clear and display high levels of skill. Almost all the teaching observed was good and some was outstanding. School leaders use a range of good strategies to share outstanding practice and this has enabled the quality of teaching to show great improvement over this academic year. This effective practice is established in classes but not always to such good effect with the result that teaching is not yet consistently outstanding.
- Teachers challenge pupils at all levels to think and encourage them to apply their learning in a range of settings. Skills in literacy and numeracy are also applied very effectively in other subjects such as science and religious education. Teachers plan creatively for pupils to experience first hand and use visits and visitors to enhance the quality of learning opportunities offered.
- Teachers and teaching assistants teach phonics very effectively. The teaching of phonics is planned to match the needs of all pupils, particularly those in Reception, Year 1 and Year 2. This focused approach is helping all pupils to acquire the skills which will enable them to read and enjoy a wide range of books and authors. Resources, such as the use of interactive whiteboards, visualisers and computers, enhance the quality of teaching and cater for a range of learning styles, making learning fun and exciting.
- The pupils' spiritual, moral, social and cultural development is outstanding. Assemblies, prayer boards, singing, the teaching of human values, nurturing of emotional need, links with the local churches, use of the school premises to link with the local community through 'Celebrate Church' and the 'Rose's Theatre', international links and community and family support are a few of the many ways in which rich experiences are offered to pupils and their families.

The behaviour and safety of pupils are good

- The pupils of the school present themselves as confident, enthusiastic learners. They are keen to share their views about the school and their learning experiences.
- Pupils confirm how safe they feel in all situations and stress that there is no bullying of any kind in their school. They are knowledgeable about the various kinds of bullying including physical bullying, cyber bullying and name-calling. They say 'Anti-bullying' week is very good in the ways it helps them to explore different social situations, helping them to respond appropriately.
- They are proud of their school council and the responsibilities they are given by the school. They particularly like their prefect roles and strive to fulfil their responsibilities maturely and effectively.
- Pupils say the school prepares them very well for the next stages in their education. They enjoy the challenges they experience in lessons and are keen to do their best for their teachers.
- Attendance shows an improving trend over the last three years and is broadly in line with the national average. Punctuality is excellent. This is supported very positively by the open-door policy that operates from 8.40am every day. Pupils are encouraged to come to school from that time onwards, being able to walk straight into class to get on with the activities that have been prepared by their teachers.
- Relationships in school are excellent. Pupils are very supportive and caring about each other in all situations, both in class and during play. They enjoy communicating with each other, sharing their ideas and responses to the learning challenges. Their school environment is full of variety providing a good array of learning experiences inside and outside the classroom.
- Respect is the key word that underpins all relationships at school. Adults are respectful in the way they challenge their pupils, but caring and knowledgeable about their needs and learning requirements. Similarly pupils respect the time and energy their teachers and teaching assistants invest on their behalf. The outcomes are successful enabling pupils and staff to feel fulfilled.
- Pupils understand the concept of 'right and wrong' and are mature in their interactions. As a result classrooms are generally very calm and the atmosphere generated conducive to learning. Over the two days of the inspection behaviour was always good. The school's behaviour logs and staff questionnaires also confirm that this is typical. The vast majority of parents also agree that behaviour at school is good. Staff manage behaviour in ways that enhance learning

opportunities.

The leadership and management are good

- The headteacher has established herself effectively as the driving force of the school. Staff are keen to share how much she has taught them since her appointment. Appropriate targeted training has improved levels of expertise and skill and the headteacher's thoughtful, caring attitude has empowered staff at all levels to give of their best and take appropriate risks.
- The whole-school systems that have been introduced since the headteacher's appointment are effective and ensure a consistency of approach that targets areas of weakness and drives up standards. Rigorous monitoring and well-timed, thoughtful interventions are making a positive impact, accelerating the rate of progress of all groups of pupils, regardless of ability, and helping all learners to experience success.
- Leaders and managers at all levels share a common vision and purpose. They have high expectations and make appropriate demands on pupils, challenging thinking and learning, providing excellent support, and making learning fun and exciting.
- School leaders have established very rigorous systems of performance management, targeting the quality of teaching and professional development, through setting appropriate objectives and reviewing regularly their progress against clear performance goals.
- Safeguarding procedures are fully in place and leaders work hard to ensure equality of opportunity through implementing inclusive approaches that motivate all pupils regardless of faith, background or ability.
- The curriculum is broad and balanced based upon agreed themes that provide ongoing opportunities to challenge thinking and support learning. Teachers plan first-hand experiences and teach these in creative ways to support the learning of all pupils, creating vibrant classrooms that encourage and nurture the individual.
- The school has a good capacity to improve. There has been rapid, progressive improvement since the appointment of the headteacher and all acknowledge the impact that she has had upon raising standards in teaching and learning. Difficult decisions have been made to ensure appointments of new staff, both from internal and external sources, strengthen the workforce and these have had a positive impact upon learning opportunities for pupils.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - The governing body shares the headteacher's passion and commitment to drive school improvement and is actively involved in monitoring the quality of provision. This gives it a clear overview of the quality of teaching. Targeted training, new structures within the governing body and excellent communication by the headteacher have resulted in governors presenting themselves as knowledgeable and aware of their roles and responsibilities. They challenge school leaders to ensure the strategic direction of the school is appropriate and successful. They monitor the use of pupil premium funding and the benefits that have been achieved for pupils eligible for the support it provides. They have thought carefully about the objectives they have set for the headteacher in relation to her own performance management and the links between these, the performance of all staff and how this influences salary decisions, and the standards of pupils' achievement.

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	115560
Local authority	Gloucestershire
Inspection number	405589

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	135
Appropriate authority	The governing body
Chair	Mr Brian Calway
Headteacher	Karen Palin
Date of previous school inspection	2–3 February 2011
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