

St Margaret's CE Junior Infant and Nursery School

Hive Street, Hollinwood, Oldham, Lancashire, OL8 4QS

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress in English and mathematics and achieve well. Progress in reading and mathematics is particularly good.
- Children get off to a good start in the Early Years Foundation Stage as a result of very good quality provision.
- Teaching is good and sometimes outstanding. High expectations and very good relationships promote pupils' enjoyment of learning.
- Pupils feel safe and secure. Their behaviour is good and they are very supportive of each other.
- The headteacher provides very strong leadership and management and has good support from the leadership team. As a result, the school continues to improve. Staff morale is high.
- The school does all it can to involve parents in their children's education.
- Governance holds the school to account well.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teachers' marking is not always as helpful as it might be in helping pupils to improve their own work.
- Pupils' achievement in writing is not as good as in reading and mathematics.
- Not enough attention is given to pupils using their writing skills well in subjects other than English.

Information about this inspection

- The inspectors observed 24 lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments from the previous academic year were scrutinised, including information which showed how well pupils do in English and mathematics.
- Ten responses were received to the on-line questionnaire (Parent View). In addition, inspectors scrutinised the school's own parent questionnaire survey. The lead inspector also spoke to parents in the play-ground.
- Inspectors reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Deana Aldred

Additional Inspector

Jeremy Barnes

Additional Inspector

Full report

Information about this school

- The school is an above average-sized primary school.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is above average as is the proportion of pupils who are learning to speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- In 2012, the school met the government's current floor standards which set the minimum expectations for attainment and progress.
- The school has achieved external awards, including Eco School status.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure lesson introductions leave sufficient time for pupils to complete the work they are asked to do
 - making better use of marking, and making sure that pupils take notice of the comments made by their teachers
 - making sure all teachers are very alert to the possible need during lessons of adapting the work pupils are being asked to do so that pupils make even better progress
 - ensuring questioning is used consistently well.
- Raise attainment in writing by:
 - ensuring pupils are given plenty of challenging opportunities to use and apply their writing skills in subjects such as history and science
 - ensuring pupils are given the support they need to improve their spelling and punctuation skills.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress in reading and mathematics and while progress in writing is not as strong there are clear signs of improvement.
- Children start school with skills that are well below those typical for their age. Although pupils in Year 6 last year left with standards that were below average, they had made good progress from very low starting points.
- Progress is good in the Early Years Foundation Stage because activities are planned carefully to develop the skills children need with a major focus on developing speaking and listening. For example, the water tank of tadpoles in the classroom captured children's attention and there was a great deal of discussion when children were engaged in watching the activity in the tank. One child gave an inspector a very accurate account of the life-cycle of a frog. Those children who are learning English as an additional language receive good support from a bi-lingual teaching assistant.
- Pupils start in Key Stage 1 with skills still below average for their age, but good progress means that attainment in reading is broadly average by the end of Year 2. The gap between their attainment and that of other pupils nationally in mathematics and writing is narrowing especially in mathematics. This good progress continues throughout Key Stage 2, and the standards of work currently in Year 6 are average in reading and mathematics.
- Standards of writing in Year 6 remain below average but are higher than in the previous year. Many pupils do not have a strong enough understanding of spelling and accurate punctuation but they do understand the importance of using interesting words in their writing.
- The results of the national screening check on how well pupils know the sounds that letters make (phonics) in Year 1 last year were below average. A strong focus this year on improving pupils' understanding of phonics means that pupils are on track to meet what is expected nationally. During the inspection every available space was taken up by groups of pupils developing their phonic skills in well-planned and effective phonic teaching groups.
- Standards in reading and mathematics are average at the end of both key stages but at the end of Year 6 there are an increasing number of pupils attaining a higher level in both subjects. The use of short sharp daily numeracy lessons (known as 'maths blast'), in addition to the normal lessons are proving to be successful in raising attainment in mathematics in Key Stage 2.
- Pupils for whom the school receive the pupil premium make good progress. The attainment of pupils who were known to be eligible for free school meals in 2012 were above that of other pupils in the school in English and mathematics by about half a year. The school's records show that this continues to be the case.
- Pupils who speak English as an additional language and those who are disabled or who have special educational needs are well supported and make good progress. Those at an early stage of learning English make rapid progress in learning the language.

The quality of teaching

is good

- The key to the school's success is the good quality, and at times outstanding quality, of teaching that pupils receive, with work well matched to their needs. This makes sure they make good progress. Teachers work very successfully to provide activities that make learning interesting.
- Teaching is not outstanding because, for example, at times opportunities are missed to extend the learning of the more-able pupils when teachers accept brief answers to questions, instead of making them think harder before responding.
- Teachers' very good understanding of the needs of children in the Early Years Foundation Stage ensures that children make good progress. Children are encouraged to be independent. Resources both inside and outside are used successfully to extend children's skills. Every opportunity is taken to develop children's speaking and listening skills. For example, during

snack time adults make a point of discussing things of interest with the children and are successful in making sure everyone is involved.

- In Years 1 to 6, teachers have very good relationships with their pupils and expect them to achieve and behave well and, as a result, lessons run smoothly. The school's behaviour management plan is implemented effectively despite some pupils having the potential to present some very challenging behaviour. However, occasionally teachers' explanations are too long at the beginning of lessons resulting in pupils not having enough time to complete what they are then asked to do.
- Where teaching is outstanding, teachers recognise when pupils are not learning as well as they might and make changes so that pupils' progress is rapid rather than good but, where teaching is not as strong, this does not always happen.
- Reading is taught well across the school. This is because teachers are skilled in helping pupils develop their reading skills and provide sufficient time in lessons for pupils to read. Pupils say they enjoy reading and like both fiction and non-fiction texts.
- Where teaching is strongest teachers ensure that pupils are given good opportunities to extend their writing skills in the work they do in other subjects. For example in one class, a focus on the story of *Oliver Twist* motivated pupils to use their writing skills exceptionally well. One pupil started her writing, 'As I left the torturous Mrs Mann I started to wonder what the work-house would be like.' However, opportunities are missed in some classes for pupils to use their writing skills well in other subjects.
- Teachers emphasise the need for accurate spelling, punctuation and grammar in pupils' written work. There is some inconsistency, however, in the rigour with which this is done. This slows progress in writing for some pupils.
- A good emphasis is placed on developing pupils' speaking and listening skills especially that of pupils who speak English as an additional language and this is helping pupils become increasingly confident.
- There is inconsistency in the quality of marking. Pupils' books are marked regularly and marking is sometimes of a good quality but not always so. Teachers do not always check that their comments have been responded to.
- The good work of support staff is important in helping pupils with special educational needs both in class and in small groups to make good progress.

The behaviour and safety of pupils are good

- Pupils behave well. Good behaviour is reinforced throughout the school by praise and rewards.
- All members of staff are very aware that they must not only meet the academic needs of the pupils but also their personal needs. This they do well and this is an important factor in making sure pupils make good progress.
- Pupils want to achieve well. Older pupils respond well to the opportunities provided for them to take on school responsibilities. These include being a member of the school council, Eco group or being a school buddy.
- Behaviour in lessons and around the school is good. Incidents of unacceptable behaviour are dealt with very well. Pupils are polite and are willing to share their experiences about school. For example, they enjoy the improved opportunities for them to develop their information and communication technology skills and attending the breakfast club.
- Parents are mostly confident that the school provides a safe environment and that pupils enjoy school and behave well. A scrutiny of records and observations during the inspection confirms their views are correct and demonstrate that behaviour over time is good overall.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. One child commented, 'Our school makes sure that we do not see things on the internet that are not for us.' Pupils have a good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with

it quickly, fairly and firmly.

- Attendance has improved and is now broadly average.

The leadership and management are good

- The headteacher and senior leadership team share high ambitions for the school. They have an accurate understanding of the school's strengths and weaknesses. They keep all aspects of its work under close scrutiny. The management structure is effective and leaders at all levels have been instrumental in implementing initiatives to improve the quality of education pupils' receive.
- Staff that completed the staff questionnaire were very positive about all aspects of school life.
- Pupils' progress is tracked closely and any pupils in danger of falling behind are quickly identified and helped to catch up.
- The performance of staff is monitored closely. Teachers' pay rises are carefully managed and promotions are only given when the impact on pupils' achievement shows they are merited. Good staff training has led to even further improvements to the strengths in teaching highlighted in the last report.
- The curriculum ensures pupils learn a varied range of subjects and there is a very good range of out-of-school activities in, for example, sport, photography and gardening.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils' good understanding of right and wrong and of the importance of respecting cultures different from their own is high on the school's agenda.
- The school promotes equality of opportunity and tackles discrimination well. There is a real sense of community.
- The school engages well with parents and carers with very good work done by the learning mentor in supporting parents. Activities such as 'FAST' sessions' (families and school together) are much appreciated by all concerned.
- The local authority, appropriately, regards the school as only requiring 'light touch' support.
- **The governance of the school:**
 - Governance has made sure that all required policies are in place and are up to date, including ensuring safeguarding procedures meet current requirements. Governors have an accurate understanding of how well the school is doing and they work closely with the school to make it even better. For example, the 'attainment committee' keeps a very close eye on what is happening and questions are asked if dips in pupils' progress occur. As such, governors are involved with checking that pupils are making at least the progress that they should. Governors have a good understanding of how the pupil premium money is spent and where it is having most impact. They have a good understanding of the quality of teaching and how this is linked to teachers' pay.

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	105705
Local authority	Oldham
Inspection number	400051

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Father David Hawthorn
Headteacher	Mrs Kathryn Keiran
Date of previous school inspection	16 March 2011
Telephone number	0161 770 5900
Fax number	0161 681 6923
Email address	k.keiran@stmargarets.oldham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

