

St Margaret's Church of England Primary School

High Street, Stoke Golding, Nuneaton CV13 6HE

Inspection dates 12–13 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders have established a culture whereby the school resonates with a strong sense of ambition, caring values and an enjoyment of learning.
- The early years provision is outstanding. Children rapidly develop skills, knowledge and positive relationships with each other and the adults who work with them. They grow in confidence and maturity and make outstanding progress so that they are very well prepared to start Key Stage 1.
- Pupils, staff and parents express a tremendous loyalty for the school and describe it as 'one big family'. Staff look after pupils very well so that pupils feel safe and thrive.
- The behaviour of pupils is outstanding. Their attitudes towards each other, their teachers and their work are exemplary, founded on mutual respect, high expectations of good manners and consideration for others.
- Pupils make good progress from their starting points across all phases of the school. Pupils' attainment is consistently above national averages.
- Lessons are characterised by pupils' high levels of attentiveness. Teachers' careful planning, thoughtful questioning and high expectations mean that pupils are motivated by, and engaged productively in, their learning.

It is not yet an outstanding school because

- Some pupils, especially disadvantaged pupils and high achievers, are not consistently making progress as rapidly as they are capable of, across all year groups.
- There is variation in how well the marking and presentation policy is used across the school.
- Leaders need to develop and moderate further their newly adopted assessment schemes and ensure these can be used to assess the progress of disabled pupils and those with special educational needs compared with their peers.

Full report

What does the school need to do to improve further?

- Ensure teachers' planning routinely provides the levels of challenge and support needed to enable all pupils to make progress at the rate of which they are capable across all year groups, especially disadvantaged pupils, disabled pupils and those with special educational needs, and high achievers.
- Establish the new assessment systems, so that they are used effectively by all, ensuring assessments are regularly moderated and can be used to track the progress of disabled pupils and those with special educational needs compared with their peers.
- Apply the marking and presentation policy equally well across all year groups.
- Provide opportunities for pupils to complete extended writing across a wide range of subjects.

Inspection judgements

Effectiveness of leadership and management

is good

- Leaders, including the governing body, have ensured that recent changes to the leadership structure have been smooth and successful. Members of the leadership team work extremely well together, based on their shared high standards, professionalism and ambition for the school as a whole. This leads to positive working relationships and a collective drive for continuous improvement. There is a tremendous loyalty and fondness for the school expressed by many pupils, parents and staff, some of whom described the school as 'one big family'.
- The headteacher has an accurate view of the school's strengths and areas to improve. Leaders carry out frequent and regular review of all aspects of life in the school so that they recognise when standards are not as high as they should be, and they tackle these promptly and effectively.
- Leaders have very high expectations of the conduct of all who work in the school. Staff set a fine example that is reflected by the pupils, so that pupils are well mannered, respectful and kind towards others and demonstrate qualities that are rooted in British values. Key Stage 1 pupils expressed mature and accurate views when considering the idea of being inspired by others. Their discussions demonstrated their appreciation of qualities such as resilience, courage and dedication.
- Leaders enrich pupils' appreciation of democracy and the law through pupils' participation in a range of activities including a visit by the school council to the local council offices, and pupils and parents being involved in the interviews for the new headteacher.
- Social, moral, spiritual and cultural education is integral to the ethos of the school. Pupils have a very clear sense of right and wrong, as reflected in their high standards of behaviour.
- Links with the local Church of England church are very important to the school and provide opportunities for pupils to reflect on spiritual matters and Christian values. Leaders ensure that through the curriculum, such as in personal, social and health education and in religious studies, pupils are clear that many of their values are shared by those of faiths other than their own. Since the last inspection, pupils have increasing opportunities to gain a broader knowledge and experience of contrasting faiths and cultures.
- Leaders track pupils' progress very carefully and regularly. This means that they are able to identify promptly when pupils are falling behind and give them the help they need to catch up so that they make good progress.
- Subject coordinators are well qualified and work regularly with the headteacher to monitor the quality of teaching in the areas for which they have responsibility. They have been quick to address shortfalls in outcomes for pupils in key areas and provide staff training, leading to improvements. For example, following training, teachers have refined their questioning and marking so that pupils have boosted their reasoning skills in mathematics. Teachers are keen to constantly improve their teaching further and there is a strong culture of sharing good practice and supporting each other. All teachers are involved in 'lesson study' projects which help them to identify best practice. For example, the mathematics coordinator used 'lesson study' to determine the optimum way to group pupils in order to practise their mastery skills.
- Leaders recognised that written feedback given to pupils by their teachers was not the quality they wanted. They therefore introduced a new marking and presentation policy which successfully places greater emphasis on the correction of key spellings and high standards of presentation, and develops pupils' reasoning skills. Leaders acknowledge that the use of the policy is not fully embedded; however, it is already leading to improvements, as seen in pupils' books. Pupils can give examples of ways in which they have improved their work, especially their handwriting, because of the feedback they have received from their teachers since the policy was introduced.
- Leaders are mindful of variations in opportunities for pupils to develop their reading according to their individual circumstances. Teachers therefore ensure that pupils have access to the support, resources and enrichment they need to improve their skills and encourage their love of reading. Pupils enjoy it when adult volunteers come to read to them and feel inspired when they visit a local secondary school to read to teachers there.
- Leaders have carefully evaluated the impact of sports funding. It has been used successfully to improve the quality of teaching of physical education and to increase the number of pupils who participate in sporting events and competitions.
- Leaders work very hard to ensure the school's communication with parents is regular and helpful. There is a strong tradition of leaders seeking and acting on feedback received from parents, staff and pupils. The headteacher writes an informative weekly newsletter to parents. Leaders place a particular emphasis on enabling parents to support their children's learning at home. Parents have welcomed the opportunity to attend meetings run by members of staff, for example so that parents found out more about the new

mathematics curriculum and ways to ensure pupils' safety when they use the internet.

- The headteacher thoroughly documents all teachers' performance management records. Targets refer appropriately to the school's priorities for continued improvement while reflecting individual teachers' career aspirations and professional development opportunities.
- Leaders have introduced a new assessment system to track the progress of pupils. Leaders receive external support and work with other schools to ensure the system is used productively. Leaders acknowledge that they still intend to refine how teachers use the system so that it enables accurate tracking of the progress of all pupils and groups of pupils. For example, leaders recognise as a priority the need to adapt the system so that it may be used to track effectively the progress of disabled pupils and those with special educational needs compared with other pupils.
- **The governance of the school**
 - Members of the governing body are well qualified and experienced and so are well placed to monitor the effectiveness of actions taken by the leadership team. They have a very accurate view of the strengths of the school and areas for development. Minutes of their meetings show that governors have a good understanding of the information leaders present to them and ask stretching questions which reflect their ambition for the school. Governors regularly review their skills and knowledge and fill any gaps through training, and they recruit new members according to key areas of expertise.
 - Governors keep detailed records of their regular visits to the school. These records show that governors provide useful information to help leaders' monitoring and planning, for example by talking to pupils about their experience of school. Subject coordinators highly value the support they receive from the governor linked with their subject area.
 - Governors have a clear understanding of their roles and responsibilities. They regularly review the impact of the use of pupil premium so that disadvantaged pupils make good progress.
 - Since the last inspection, governors have rightly focused on boosting pupils' awareness and understanding of faiths and cultures different from their own. Governors describe the 'massive improvement' in this aspect, which is evident.
- The arrangements for safeguarding are effective. Governors place utmost priority on ensuring pupils are kept safe. They check on this by talking to pupils and making sure that safeguarding procedures in school follow required practice, as reflected in the school's up-to-date policies.

Quality of teaching, learning and assessment **is good**

- Teachers have high expectations for their pupils' attentiveness and considerate attitudes towards each other. This means that lessons have an industrious and purposeful atmosphere. There is a clear sense of security in classrooms, with established routines and where pupils are immediately responsive to teachers' requests. Pupils are comfortable sharing ideas and supporting each other's learning through discussions with their peers guided by their teacher.
- Pupils are able to confidently describe what they are doing in lessons because of their teachers' clear explanations and pupils' high level of motivation towards their work.
- In many lessons, teachers choose their questions very thoughtfully so that pupils reflect on their answers, develop reasoning skills and correct their mistakes. Teachers use their strong subject knowledge and helpful everyday examples to boost their pupils' interest and understanding.
- Teachers are usually alert to when pupils need more help and provide clear and helpful explanations to enable them to move on and make good progress.
- Where teachers use the marking and presentation policy well, pupils are clear on what they need to do to correct their work and develop their ideas further. In completing their 'next steps' they make good progress. This is seen especially in Key Stage 1. Leaders recognise that there is some variation in how well teachers use the new marking and presentation policy. Pupils are beginning to respond effectively to the written feedback from their teachers; however, this is not as routine as expected in the policy.
- In some cases, it is evident in lessons and from pupils' work in books that pupils are ready to tackle more challenging tasks sooner, and are capable of planning tasks through for themselves without the intervention of their teacher. This means that some pupils, especially the most able, do not make progress as quickly as they are able to.
- Improvements in the quality and presentation of written work are evident, especially since the introduction of several schemes to boost handwriting and correct grammar, punctuation and spelling. However, there are few examples of extended writing across a range of subjects. Middle- and high-ability pupils would especially benefit from a wider variety of opportunities to extend their independent writing.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The curriculum and activities in the school provide a wide range of opportunities for pupils to be clear on the right way to behave and the impact of their behaviour on others. They are aware of different types of bullying and how to keep healthy and safe, including when using the internet. From the earliest years in school, pupils are given clear guidance on the importance of protecting their identity. Pupils state that bullying is very rare and when there are any examples of poor behaviour, teachers resolve incidents rapidly.
- Pupils who spoke to the inspectors said that they enjoy coming to school very much and the only thing they would change about the school would be that the school day was longer. Attendance at the school is above national levels. The school has a clear and efficient system for following up regular absence of individual pupils and provides appropriate support and guidance to families, as needed, so that attendance improves.
- Pupils present very mature attitudes towards their studies. They appreciate the value of working hard and how the good teaching they receive contributes towards their future plans. They understand the importance of the increasing opportunities they have to visit centres of worship for faiths other than their own. They recognise when values in their Christian school are shared by those of other faiths and beliefs. Pupils described enthusiastically that they had made links with a school in India and are looking forward to exchanging videos with the children there to learn about each other's ways of life.
- The school has not issued any exclusions in recent years.
- Pupils have regular opportunities to visit, and meet pupils from, local secondary schools. This helps them to be well prepared for when they move on from primary school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils respond positively to the 'Golden Rules' for their conduct around the school. They take very seriously the awarding of yellow or red notes for poor behaviour and highly value the green notes for good behaviour. The headteacher tracks daily records of behaviour incidents so that staff take swift action to address poor behaviour. Behaviour logs reflect the high standards of behaviour expected in lessons and around the school, and that repeated instances by individuals and serious incidents are very rare. Inspectors saw no instances of low-level disruption in lessons.
- Pupils have highly positive attitudes to their work and towards each other. The atmosphere in classrooms is impressively diligent and purposeful. Pupils respond willingly and enthusiastically to sharing ideas with their 'talk partners'. This helps them to articulate their thoughts clearly and develop their learning. They are confident and pleased to talk about their work.
- Pupils' conduct towards visitors is exemplary. It is clear that good manners and politeness have been nurtured and valued so highly by the school that such behaviour comes naturally to the children. This was epitomised when the pupils took part in collective worship when they watched a Bible story acted out by a visiting group from the local church. Pupils willingly volunteered to take part. They did this sensibly and happily while the rest of the school enjoyed and respectfully appreciated the performances.
- Inspectors observed that pupils played harmoniously together at playtime. In response to pupils' feedback, leaders introduced different zones in the playground so that there are quieter areas as well as those where pupils can run around. This system is working well so that everyone enjoys breaktime.
- All staff and most pupils and parents who responded to questionnaires as part of this inspection agreed that pupils at the school are well behaved and that behaviour is managed well.

Outcomes for pupils

are good

- Attainment is good in both Key Stage 1 and Key Stage 2. In Key Stage 1, pupils reach standards above national levels in reading, writing and mathematics. In Key Stage 2, pupils reach standards in line with national levels in reading and above national levels in writing and mathematics. Significant proportions of pupils achieve Level 4 and Level 5 or above in mathematics and above Level 4 in writing at the end of Key Stage 2. Standards in reading were in line with national levels in 2015.
- Since the last inspection, and especially in recent times, there has been a real drive across the school to improve the quality of pupils' handwriting and extended writing. Improvements can be seen so that pupils make expected and more than expected progress above national levels in writing in Key Stage 2.
- Pupils make expected progress in reading in line with national levels. The proportion of pupils who make

more than expected progress in reading is less than national levels. This is especially the case for those pupils from higher and lower starting points.

- The proportion of pupils making expected and more than expected progress in mathematics is higher than national levels from all starting points.
- Leaders have introduced a range of successful initiatives to boost pupils' reading and comprehension. Pupils choose to read books that are suitable for their age and enjoy reading. They speak enthusiastically about their different opportunities to read, for example regularly visiting the well-stocked school library and completing reading logs with their parents at home. Pupils consistently achieve above the expected standard in phonics by the end of Year 1. Pupils and staff are very proud that for the last six years the school has won a competition run by the local council for the most books borrowed by pupils from their local public library.
- The rates of progress made by disadvantaged pupils are generally good, especially in writing and mathematics – often surpassing the rates of others nationally and in the school. The school's achievement information, which carefully tracks the progress of disabled pupils and those with special educational needs, shows that pupils are making progress towards meeting their individual targets.
- Overall, gaps are closing in the achievement of disabled pupils and those with special educational needs and others, and disadvantaged pupils and others. However, as shown in the school's own achievement information, this is not a consistent pattern across all year groups.

Early years provision

is outstanding

- Children come into school with skills which are typical for their age. Children make outstanding progress from these starting points so that at the end of the early years their attainment is above national levels. Children embark on Key Stage 1 in a strong position because of the advances they have made.
- The leadership and management of the early years is outstanding. Leaders ensure that children receive the optimum balance of directed, as well as self-selected, activities. This means that the children make the best use of resources to boost their learning, while their organisational skills and independence also progress well.
- The children attending the early years provision demonstrate outstanding behaviour and attitudes to their learning. Their teachers provide them with engaging activities, and provide just the right level of support and encouragement so that children rapidly develop their skills and knowledge. For example, in a physical education lesson, children were practising steering and balancing a ball. All the children were thoroughly engaged with this activity, and used trial and error, and careful observations of their coach, to improve their techniques. The children encouraged each other, were respectful towards those having difficulty and celebrated their own and others' successes.
- Children are supported very well as staff are vigilant and make prompt and efficient use of assessment opportunities. Staff make detailed notes for individual children and make good use of these records to identify next steps in a child's learning so they make rapid progress. Leaders make sure that children are promptly provided with extra help when they need it if they are falling behind.
- Leaders ensure that gaps in achievement between different groups are addressed effectively. For example, boys who start in the early years lagging behind girls in most areas of learning catch up well during their first term.
- Staff in the early years provision, as in all areas of the school, are quick to spot potential hazards and place paramount importance on keeping children safe. Teachers declared slippery areas of the playground out of bounds following very wet weather at the time of the inspection, and the children were very careful to avoid these areas.
- Children are able to apply phonics very well because of the routine and highly effective encouragement by their teachers.
- The early years provision forges close communications with parents and other pre-school providers to ensure children are well prepared to start coming to school.

School details

Unique reference number	120200
Local authority	Leicestershire
Inspection number	10001306

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mrs Jean Buckby
Headteacher	Miss Emma Prokipczuk
Telephone number	01455 212393
Website	www.stmargarets-leics.co.uk
Email address	admin@st-margarets.leics.sch.uk
Date of previous inspection	27–28 January 2011

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium grant (additional government funding for disadvantaged pupils) is well below the national average.
- Most pupils are from White British backgrounds. A few pupils represent minority ethnic groups. Very few pupils speak English as an additional language.
- Children attend the Reception class full-time.
- The proportion of pupils who are disabled or have special educational needs is below the national average.
- The school receives external support from a national leader of education and through the local teaching alliance.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of Year 6.
- The headteacher took up her post at Easter 2015. Before that, the current deputy headteacher was acting headteacher for three terms.

Information about this inspection

- Inspectors observed nine lessons or parts of lessons across all phases of the school. Some observations were carried out jointly with the headteacher or the deputy headteacher. One inspector completed a learning walk with the headteacher or the deputy headteacher, spending time in every classroom.
- Inspectors observed a range of activities including pupils' arrival to their classrooms in the morning and collective worship.
- Inspectors held meetings with: the headteacher and deputy headteacher; the special educational needs coordinator; subject coordinators for mathematics and English; representatives of the governing body and the librarian. One inspector held a telephone conversation with a representative of the local authority.
- Two inspectors listened to pupils read and talked to them about their books.
- Inspectors evaluated a range of documentation including: the school's self-evaluation; the single central record; records of the monitoring of teaching, learning and assessment; achievement information; anonymised samples of performance management records; and samples of minutes of the meetings of the governing body.
- Inspectors looked at samples of pupils' work.
- An inspector met with pupils from all year groups. All inspectors held informal conversations with pupils and staff when visiting lessons and around the school.
- Inspectors observed the behaviour of pupils in and out of lessons, including at playtime.
- Inspectors took into account 66 responses to Parent View, the Ofsted online questionnaire for parents, as well as conversations held with parents during the inspection and written feedback from parents received by the school at different times.
- Inspectors took into account responses to the Ofsted online questionnaires completed by pupils and members of staff.

Inspection team

Amanda Carter-Fraser, lead inspector

Moira Dales

Aileen King

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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

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