

Inspection of a good school: Lady Margaret Primary School

Lady Margaret Road, Southall, Middlesex UB1 2NH

Inspection dates:

25 and 26 May 2021

Outcome

Lady Margaret Primary School continues to be a good school.

What is it like to attend this school?

Senior leaders have created a warm and purposeful learning environment. Pupils enjoy coming to school and feel safe. Parents and carers typically commented on how happy their children are at the school. Pupils like their teachers and trust them to solve any problems.

Pupils behave well. On the very rare occasion bullying occurs, it is dealt with quickly. Any instances of poor behaviour are managed swiftly and effectively.

Leaders and staff are ambitious for all pupils. They know the pupils and their families well. They plan the curriculum carefully to support all pupils to achieve well.

Pupils are involved in many clubs and activities during lunchtimes, including cricket, choir, and rock band. They are proud of their 'edible playground' and can name many of the vegetables, flowers, and fruits that they grow there. School-grown produce is harvested and used to support pupils' learning or sold in the 'market'. Older pupils form the 'junior leadership team'. Currently, they are leading a project to choose new names for the school's 'houses'. Recently, they were involved in making checks on the quality of work in pupils' books. They also run the school's tuck shop.

What does the school do well and what does it need to do better?

Pupils benefit from a broad range of subjects. Leaders have thought about the best order to teach important concepts so that pupils make links between subjects and build on their knowledge logically.

Across the school, planning ensures that pupils build up their mathematics knowledge steadily. Leaders have made sure that mathematics is prioritised from the early years onwards so that young children get off to a good start. The curriculum helps all pupils to remember and use what they have learned as they progress through the years.

Children learn phonics from the beginning of the Reception Year. Skilled phonics leaders train other staff and help them develop strong knowledge of phonics. There is a consistent focus on building pupils' reading fluency. Teachers check which sounds pupils know and what they need to learn next. They match pupils with the right reading book so that they can practise reading what they have learned.

Leaders encourage pupils to enjoy reading across the school. They ensure pupils read every day and provide books that motivate and inspire. If any pupils fall behind, teachers help them to catch up quickly. Leaders accept no excuses and expect staff to help pupils to 'catch up and keep up'.

In history, pupils understand how their current learning links with what they learned in previous years in the school. This is because the history curriculum identifies key knowledge explicitly and learning is sequenced so that pupils can remember it easily. In science, pupils have fewer opportunities to recall previously acquired scientific knowledge and concepts. This means some pupils do not secure knowledge as effectively in their long-term memory.

There is a calm and orderly environment in lessons and around the school from early years to Year 6. Pupils' behaviour contributes positively to learning. Pupils are enthusiastic to be awarded with house points for being focused on their learning and behaving well. Pupils know that if poor behaviour occurs, it will be dealt with effectively.

Leaders provide an extensive range of activities and opportunities to support pupils' wider development. Activities include film making, dance projects, and the opportunity to work on a car engine. Leaders promote pupils' well-being and positive mental health. They make sure that all pupils have an equal opportunity to access what the school has to offer. They know how important these extra-curricular activities are in improving life chances.

Leaders arrange visits from representatives of each of the main religions. Pupils learn about a range of faiths and are respectful of each other's differences. Sustainability is a key theme at the school. Pupils learn the importance of preserving the world's resources through work in subjects across the curriculum.

Leaders are committed to ensuring all pupils have access to the full range of subjects. They are equally ambitious for all pupils, and pupils with special educational needs and/or disabilities (SEND) access the whole curriculum. Leaders plan extra support for pupils with SEND carefully so that no pupils with SEND miss subject learning.

Leaders know the pupils well and, in particular, the specific needs of pupils with SEND. They work closely with specialists to identify appropriate support. Leaders and teachers regularly check what all pupils know and remember.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are given the highest priority. Leaders make sure that all staff keep up to date with training. Governors take their responsibilities seriously and carry out regular checks on safeguarding, including training, guidance, adherence to policies, and record-keeping.

Staff are alert to any changes in pupils' behaviour. They know the risks within their local community and what to look out for. They report any concerns and leaders access appropriate help for pupils.

Pupils know how to keep themselves safe in a wide range of contexts, including online. They know, for example, the importance of keeping personal information secure and know what to do if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should ensure that pupils have regular opportunities to articulate their understanding in all subjects. This will support pupils in committing what they learn to their long-term memory and to be ready for what they learn next.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101903
Local authority	Ealing
Inspection number	10192557
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	667
Appropriate authority	The governing body
Chair of governing body	Simon Prebble
Headteacher	Helen Rai
Website	www.ladymargaret.ealing.sch.uk
Date of previous inspection	24 May 2016

Information about this school

- There are no significant changes to this school since the previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Deep dives were conducted in reading, mathematics, history, and science. Inspectors met with senior and subject leaders, conducted interviews with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors met with a representative from the local authority and three members of the governing body.
- Inspectors reviewed safeguarding arrangements by scrutinising safeguarding records, talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, including 21 free-text responses, staff, and pupils through Ofsted's online surveys.

Inspection team

Alison Colenso, lead inspector

Her Majesty's Inspector

Andrea Bedeau

Her Majesty's Inspector

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