

# Inspection of a good school: St Margaret Clitherow Catholic Primary School

Mildenhall Crescent, Bestwood Park, Nottingham, Nottinghamshire NG5 5RS

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Inspection dates:

7 and 8 June 2023

## **Outcome**

St Margaret Clitherow Catholic Primary School continues to be a good school.

## **What is it like to attend this school?**

St Margaret Clitherow Catholic Primary School is a welcoming school. Leaders have high expectations of what pupils can achieve and of their conduct. Pupils say that staff are kind and care for them. Parents appreciate the support their children receive at the school.

Pupils enjoy learning in calm and orderly classrooms. They engage well in learning activities. Pupils are polite and respectful. There are positive relationships between staff and pupils. Pupils understand the school's golden rule of 'Love one another as I have loved you'. They say it helps them to treat others well.

At playtime and lunchtime, pupils enjoy using the well-equipped outdoor spaces. Year 6 pupils enjoy being 'playground buddies'. They help pupils get along together.

Many pupils attend a range of after-school clubs. They take part in Irish dancing, art club, multi-sports club, choir and drama club. Pupils have opportunities to contribute to the life of the school. They can act as eco-warriors or reading ambassadors, and they can become members of the school council or chaplaincy team. Many pupils take on these responsibilities. Pupils also enjoy a range of trips and activities, which enhances the curriculum. For example, Year 1 pupils took part in a drama workshop to learn about the Suffragettes.

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

Leaders have ensured that the curriculum is well planned and ambitious. They have outlined the key knowledge and skills they want pupils to learn and in what order. Teachers say that this helps them to deliver the curriculum well.

Teachers have good subject knowledge. They present information clearly. They use questioning well to check pupils' understanding. Pupils have lots of opportunities to discuss what they are learning, particularly in mathematics, where pupils can use

mathematical vocabulary and reasoning to explain their answers. As a result, they achieve well in mathematics.

Teachers use assessment well to identify misconceptions and gaps in learning. They ensure that pupils get extra support to address any areas where pupils' knowledge is less secure. All lessons start with a retrieval activity. Teachers use these well to help pupils remember key knowledge. The work that pupils produce shows that they progress through the curriculum and achieve well.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. Teachers get the information they need to meet the needs of these pupils. They adapt their teaching so that pupils with SEND can access the curriculum. Some pupils with SEND get extra help in small groups to support their learning. This means that most pupils with SEND achieve well.

Leaders have prioritised reading. Staff are well trained. They deliver the early reading scheme effectively. The books pupils read match the sounds they know. Pupils who need extra support get 'catch up' and 'keep up' sessions to help them. These sessions help pupils to learn to read quickly. All pupils take part in daily guided reading sessions. These help pupils to develop their vocabulary and comprehension skills. As a result, pupils become confident readers.

The curriculum for the early years foundation stage is well planned. Leaders make sure that the children are ready for the next stage of their education. The activities that staff plan are well matched to the curriculum. Staff interact with children well to develop their vocabulary. Children engage in their learning and follow clear routines.

Leaders have ensured that pupils understand how to behave in school. Staff use the behaviour policy fairly. They use rewards well to reinforce positive behaviour. Pupils know to treat others with respect. They have positive attitudes to learning.

The personal, social and health education curriculum is well thought out. Pupils learn about healthy eating and how to keep fit. Pupils learn about different religions and cultures. They understand British values and know to treat others who may be different from them with respect. The school's values of compassion, service, honesty, tolerance, courage and integrity support the school's work in this area.

The school is well led and managed. Staff feel well supported and say that leaders are considerate of their workload and well-being. The trust provides good support for subject leaders so that they can carry out their role effectively. There have been some changes to the local governing body, and some governors are new. They fulfil their statutory duties. They do not always monitor the school's work well in line with their delegated responsibilities. This means they do not always hold leaders to account. Trust leaders are aware of this and have plans to train governors so that they can carry out their role more effectively.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff are well trained. They know the risks pupils may face. Staff know how to report any concerns they have. Leaders know their pupils and families well. Safeguarding records are detailed. Staff respond to any concerns quickly. They work well with other agencies to ensure that pupils and their families get the help they need.

Pupils feel safe in school. They learn how to keep themselves safe. For example, they learn about online safety, road safety and healthy relationships. They know who they can speak to if they have any worries.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Governors do not always monitor the school's work systematically. Accountability could be more robust. This means that they do not always hold leaders to account well for the educational performance of the school in line with their delegated responsibilities. The trust should ensure the local governing body is clear about its responsibilities as set out in the scheme of delegation. The trust should also ensure that governors have the training and skills needed to carry out their role effectively.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2017.

## 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 Ofsted 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.

## **Further information**

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

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

<b>Unique reference number</b>	138814
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10254921
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Stevenson
<b>Headteacher</b>	Christine Reilly and Sarah Sweeney McGinty (Co-headteachers)
<b>Website</b>	<a href="http://www.st-margaretclitherow.nottingham.sch.uk">www.st-margaretclitherow.nottingham.sch.uk</a>
<b>Date of previous inspection</b>	7 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Our Lady of Lourdes Catholic Multi-Academy Trust.
- The school does not use any alternative provision.
- The last section 48 diocesan canonical inspection for this school took place in January 2018. This is an inspection of the school's religious character.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to leaders about the curriculum in some other subjects.

- The inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- The inspector reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour and governance.
- The inspector considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The inspector met with representatives of the trust.
- The inspector met with representatives of the local governing board.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

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