

Inspection of St Margaret's Church of England Primary School

St Margaret's Grove, Plumstead, London SE18 7RL

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

St Margaret's is a warm and welcoming place. Pupils enjoy their learning and are happy to come to school. They feel safe and are kept safe here.

Staff have high expectations of what pupils can do and achieve. Leaders have thought carefully about the knowledge they want pupils to learn across a range of subjects. Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum and receive extra help when they need it. Pupils have positive attitudes to their learning. They are keen to contribute ideas in lessons.

The school is a calm and orderly place. Most pupils behave well, and leaders act swiftly if behaviour falls below expectations. Bullying is rare. If it happens, pupils are confident that staff will take action to deal with it.

Pupils are clear about why the school's values are important. They are confident to explain examples of these, such as courage, creativity, hope and friendship. Pupils are respectful towards each other and enjoy taking on responsibilities, such as acting as 'playground buddies'.

Parents say that leaders at the school are approachable. Most are very positive about their child's experience at the school.

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

Leaders have developed an ambitious curriculum which meets the requirements of the national curriculum. Leaders have ensured that the knowledge they want pupils to learn has been logically sequenced so that pupils revisit and embed key concepts over time. For example, children in the early years observe chicks and turtles to learn about their life cycles. In Year 1, pupils learn about habitats in the United Kingdom, and in Year 2, they learn about contrasting global habitats. This builds pupils' knowledge securely over time.

In most subjects, teachers carefully check what pupils know and can remember. They plan purposeful activities that help pupils to make connections in their learning. For example, in mathematics, pupils gain confidence in tackling more complex ideas, as they have regular opportunities to practise and apply what they have learned.

However, these strengths are not as consistently strong across all subjects. This is the case where training for staff has not been as regular or comprehensive. Sometimes, teachers do not present information with clarity and precision to help pupils gain the knowledge they need to tackle more complex ideas securely.

Leaders have prioritised early reading. They have recently introduced a new scheme for phonics. Staff have received comprehensive training. Pupils and those at the

early stages of reading develop the phonic knowledge and skills they need to read with increasing fluency. Through careful and planned assessment, teachers make sure that pupils read books that match the sounds they know. If a pupil falls behind, staff provide them with additional support so that they can catch up quickly. This ensures that pupils, including those with SEND, are supported to become confident and fluent readers. Leaders promote a love of reading through providing pupils with access to a range of different books written by a variety of authors. Pupils also read to each other through a 'buddy' reading strategy.

Leaders ensure that pupils with SEND are accurately identified. They seek appropriate advice from external agencies to support pupils' specific needs. Pupils with SEND are well supported to access the same curriculum as their peers. However, occasionally, they complete activities that are not as effective at helping them to learn and remember more.

Pupils behave well. They are keen to learn and cooperate well with others. They think that the school's values are important and understand how they can demonstrate these in practice. They show appreciation of different faiths and cultures. The curriculum for pupils' wider development provides a variety of opportunities for them to develop their talents and interests. Pupils can participate in different clubs and activities, including sports, drama, arts and music.

Pupils attend well. Leaders have effective systems for ensuring that pupils attend school regularly and on time. They work closely with other agencies to ensure that attendance is carefully monitored so that action can be taken if there are patterns of concern.

Leaders have identified clear priorities for improvement based on an accurate view of the school's effectiveness. Governors maintain strong strategic oversight of the school. They understand their statutory responsibilities and have received relevant training.

Most staff appreciate the support from leaders. They say that leaders consider their workload when making decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is comprehensive training in place so that staff are alert to risks to children. They work closely with external agencies to ensure that pupils are kept safe. This helps to ensure that pupils and families get the support they need.

Governors are clear about their role in safeguarding and have received relevant training. Pupils say they feel safe in the school and know who to talk to if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed an ambitious and challenging curriculum, which is well planned and sequenced. However, it is not firmly embedded across all subjects. In a few subjects, teachers are not implementing the intended content consistently. Leaders should ensure that the curriculum is embedded securely and that staff have the training and support they need to deliver it confidently.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100170
Local authority	Greenwich
Inspection number	10287168
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Alexander Graham
Headteacher	Jeremy Lunnon
Website	http://www.stmargaretce.greenwich.sch.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with governors and representatives from the Diocese and local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, history and geography. They met with subject leaders to discuss the curriculum, visited lessons, and spoke with teachers and pupils. Inspectors looked at samples of pupils' work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents and carers, and staff through both discussion and responses to Ofsted’s online surveys.

Inspection team

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