

# Inspection of a good school: St Margaret's C of E (VC) Junior School

Knutton Road, Wolstanton, Newcastle, Staffordshire ST5 0HU

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Inspection dates:

7 and 8 November 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils have 'lots of fun' attending St Margaret's C of E Junior School. They are warmly welcomed to school each morning. The school ensures that all pupils attend school regularly and on time. Staff listen to and act on any worries or concerns pupils have. Pupils are very happy and safe here. They try hard to live the school motto: 'everyone is valued, everyone is motivated, everyone achieves'.

Behaviour expectations are very high. Pupils are extremely polite, courteous and well-behaved. On very rare occasions that behaviour slips, teachers remind pupils how to behave and pupils respond swiftly. At social times, pupils enjoy spending time with their friends. Lunchtime prefects help pupils to make new friends and remind everyone to behave well. Pupils' attitudes to their learning during lessons are exceptional. Pupils achieve very highly. They are extremely well prepared for the next stage of their education.

A wide range of opportunities broadens pupils' experiences. Trips and visits enrich learning and help build memories. For instance, pupils get to explore museum artefacts, enjoy a space experience and a theatre performance. Older pupils develop independence and teamwork skills as part of a residential visit. Board games, 'craftkids', coding and sports clubs allow pupils to develop new talents and interests.

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

The school's curriculum is ambitious for all pupils. It is clearly planned and sequenced so that pupils build and secure their knowledge and understanding over time. Teachers are very well equipped to teach the curriculum to a high standard. They present new learning

in an engaging and interactive way. This motivates pupils to work extremely hard in lessons. Teachers clarify any errors or misconceptions that pupils make quickly. Rigorous checks on learning in lessons and over time means any gaps in learning are swiftly identified and addressed. Pupils retain important knowledge extremely well and produce work of a consistently high quality.

The school sets very high expectations for pupils' reading. Pupils develop a love of literature. Reading ambassadors promote discussions about favourite stories and authors. Authors' letters, signed copies of books and 'Friday book club' all promote a love of reading. Pupils make strong gains in their reading in school. This is because teachers are highly skilled at teaching reading. They make sure that any pupil who falls behind in reading is quickly identified. Highly effective support accelerates the progress that these pupils make so that they catch up quickly. Pupils read with confidence, fluency and accuracy and many achieve well beyond age-related expectations.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of the school's work. Pupils' needs are swiftly identified. They get the help and support they need to learn well. This includes specialist support from external agencies for those pupils who need it. Pupils with SEND are very successful at school.

Pupils are encouraged to be curious, critical thinkers and 'have a voice'. They know how to make important decisions about their own safety when online. Pupils reflect on right and wrong in the world through news articles. The school also organises charity fundraising events such as 'school charity day'. Pupils develop wider leadership skills through roles such as school councillors and travel ambassadors. Pupils are knowledgeable about different world religions. They are aware of the Jewish weekly day of rest, Shabbat, and the importance of the five pillars of Islam to Muslims. They understand the significance of light and colour in festivals such as Diwali, Holi and Christingle. This helps pupils to be tolerant and respectful of others.

Leaders, including governors, rigorously evaluate and carefully reflect on the performance of the school, particularly its impact on pupil achievement. Parents and carers are extremely positive about the high quality of education that their children receive.

Leaders are considerate of staff's workload and their well-being. 'Thank you boards' and messages make staff feel valued. Teachers appreciate the range of professional development opportunities which help them to constantly improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged 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 March 2014.

## **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 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

<b>Unique reference number</b>	124268
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10290565
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Charles Freeman
<b>Headteacher</b>	David Hugill
<b>Website</b>	<a href="http://www.st-margarets.staffs.sch.uk">www.st-margarets.staffs.sch.uk</a>
<b>Date of previous inspection</b>	18 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The school is part of the Church of England Diocese of Lichfield. The school's last section 48 inspection was in June 2016. The school's next inspection will be within eight years of the previous inspection.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 this evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, art and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed children reading to a familiar adult and reviewed reading resources.
- The inspector reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed children's behaviour in lessons and at other times during the day.
- The inspector held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, the designated safeguarding leader and curriculum leaders, and had a telephone conversation with a representative from the local authority and the Diocese of Lichfield.
- The inspector took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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