

Inspection of St Mary and St Margaret's Church of England Aided Primary School

Southfield Avenue, Castle Bromwich, Birmingham, West Midlands B36 9AX

Inspection dates: 4 and 5 June 2024

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?

This is a school where pupils are safe and cared for, with parents appreciating the support their children receive. Pupils use the school's values to guide them to make the right choices and to act wisely. Being caring is a value that is most important to the pupils, with pupil worship leaders promoting '21 acts of kindness' to spread happiness across their school.

Most pupils achieve well in their learning because they enjoy the topics that they study. Pupils' learning builds effectively on what they have learned previously.

Many pupils enjoy coming to school and do so regularly. Classrooms are calm places where pupils are able to learn without disruption. Attitudes to learning are positive and pupils understand the importance of making improvements to their work and show increasing independence in their work over time.

Pupils enjoy the wider opportunities offered to them. Learning musical instruments, getting the chance to represent the school in competitions and being elected as pupil leaders are a few of the things that motivate them. Most leave this school with high aspirations and a desire to do well.

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

Since the last inspection, the school has worked collaboratively with external partners to improve the curriculum. New approaches to how learning interventions are delivered has improved provision in areas such as reading, where pupils now receive focused support to enable them to keep up with their classroom learning. Leaders are continuing work with support partners to further develop aspects of their provision such as ensuring that effective monitoring of school improvement actions is in place.

The school has developed the learning sequences in the curriculum so that they build progressively on what pupils know and can do. In some subjects, where the delivery of the planning is more effective, this impacts positively on pupils' learning. However, some staff have not received the necessary subject-specific training to deliver the curriculum as intended in some subjects. In addition to this, some subject leaders are not yet fully monitoring their subjects closely enough to identify where further improvements and support for staff are needed.

Most staff use questioning well to check how well pupils understand their learning and to identify if misconceptions arise. When this happens, they make effective adaptations to learning and model what is expected to support pupils' understanding.

Pupils develop a love of reading and enjoy visiting their well-resourced school library. Many also enjoy the experience of listening to their teachers read stories to them. Most pupils read at home regularly with parents supporting the school well by

keeping records of how well their children do. By the end of Year 2, most pupils demonstrate the ability to read with increasing fluency.

Children in the early years get off to an increasingly good start. They begin learning to read from the first days of attending Reception. Those who attend Nursery enjoy sharing books, rhymes and poems. Warm relationships with key adults and recent developments to the learning environment have helped children to feel settled. Carefully planned interactions while children engage in planned activities mean that they are well supported to develop independent learning skills and a curiosity about the world around them.

This is an inclusive school, where pupils with special educational needs and/or disabilities (SEND) are well supported and celebrated. Additional needs are identified early and well-constructed support plans help to remove barriers to pupils' learning. The school works effectively with parents and external services to support those with the most complex needs. Pupils with mental health and social needs receive daily support from pupil support workers.

Most pupils behave well at this school, with those who struggle receiving effective support to manage their difficulties. Pupils enjoy achieving dojos and sharing this news with their parents. Many pupils value their education and display positive attitudes to learning. There are far fewer pupils absent from school, meaning that their learning and social development needs are better supported.

Opportunities for pupils to develop talents and interests are plenty. Singing at community events and the local care home has led to opportunities for pupils to learn how to communicate with people who have dementia. Celebrating difference and diversity is something that pupils are proud of and which they know helps their school to be a nice place to learn.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not ensured that there is effective monitoring of school improvement actions. As a result, the school has not identified where the actions are not leading to the required improvements. The school should ensure that effective monitoring systems are more consistently in place to identify and effectively address key improvement priorities.
- Some subject leaders have not been supported well enough to carry out their roles fully. Consequently, opportunities to identify where teaching practice could be better, and the support needed to do this, are missed. The school should ensure that all subject leaders are supported to carry out their roles effectively.

- In some subjects, the school has not ensured that staff receive the necessary support to deliver all of the disciplinary aspects of the curriculum. This has an impact on how well pupils develop subject-specific skills and knowledge in these subjects. The school should ensure that all staff receive the support to deliver the curriculum as intended.

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

Unique reference number	104097
Local authority	Solihull
Inspection number	10326032
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair of governing body	Deborah Ward
Headteacher	Mark Street
Website	www.stmaryandstmargarets.com
Dates of previous inspection	21 and 22 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Birmingham. The last section 48 inspection took place in July 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use any alternative providers.

Information about this inspection

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

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.

- Inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art and design. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also heard a selection of pupils read from Reception and Years 1 and 2.
- Inspectors also considered the curriculum in other subjects.
- The lead inspector spoke with governors, including the chair, vice-chair and one other governor.
- The lead inspector also spoke to the local authority director of education and the diocese director of education and considered evidence from recent improvement reports.
- Inspectors considered the survey responses to Ofsted Parent View and the free-text comments from parents.
- Inspectors considered the responses to staff and pupils surveys.

Inspection team

Tony Bradshaw, lead inspector

His Majesty's Inspector

Sam Cosgrove

Ofsted Inspector

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