

Inspection of St Margaret's Lee CofE Primary School

Lee Church Street, Blackheath, London, SE13 5SG

Inspection dates: 10 and 11 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014.

What is it like to attend this school?

This is a warm, welcoming and vibrant school that provides an exceptional all-round education for its pupils. Pupils of all ages, including those in the early years, thrive and flourish here. The school's values of kindness and empathy are demonstrated regularly by all members of the community.

Leaders have very high expectations of pupils, including those with special educational needs and/ or disabilities (SEND). Pupils rise to these expectations. They work hard and achieve highly. Pupils' many successes are reflected in the outcomes they reach across the curriculum, including in national assessments.

Pupils benefit from a very wide range of opportunities in music, sport and art. A very large number of pupils take instrumental lessons or are members of a school rock band. Many pupils take part in the annual music festival involving twelve mini music concerts. Every week, older pupils take part in a 'park run' at the local park. There is a thriving outdoor environment. Pupils look forward to their lunchtimes where they take part in a wide range of organised games and activities in the very well-designed playground.

Pupils are incredibly proud of their school. Parents and carers greatly appreciate the work of staff and leaders.

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

The school has constructed a curriculum that is rich and ambitious. Across all subjects, the knowledge that pupils learn is carefully selected. The school ensures that key knowledge and vocabulary is embedded in pupils' long-term memory. For example through 'flashback Fridays'. In science, pupils in Year 2 speak confidently about metamorphosis. In Year 6, pupils explain the theory of evolution, whilst in history they can recall important information about five key monarchs from different eras. In Reception, staff enable children to learn across all areas of learning with confidence. For instance, children enjoyed learning about the planets in the solar system. Staff provide children with many opportunities to learn to count to ten in four different languages.

Reading is a big priority in the school. All staff are well-trained in phonics. As a result, they deliver the phonics programme in a consistent and effective way. Children in Reception learn to read as soon as they start school. They have many opportunities to segment and blend the sounds they are learning. The school checks what pupils know regularly and supports those who are falling behind to keep up or catch up. As a result, pupils become accurate and fluent readers, helping them to fully access the broader curriculum.

Older pupils talk passionately and articulately about the books they are reading. Children in Reception love listening to stories. They also use props to create their own stories which they sometimes present to the class. Adults interact with children

positively, extending their language at every opportunity. Pupils with SEND are identified quickly and receive timely support to access the curriculum. Across the school, assessment is used effectively both within lessons and across a series of lessons.

Pupils' behaviour is exemplary. Staff know pupils well and care for them. Lessons are not disrupted. Children in Reception demonstrate maturity in their behaviour. They are able to take turns, concentrate on their learning and listen to their teacher. The school uses 'kindness surveys' to keep bullying and unkind behaviour to a minimum. Pupils know who to talk to if they are worried about anything. As a result, pupils feel very happy and safe in school. Leaders have high expectations of pupils' attendance. They work with children and families to remove any barriers to attending school. As a result, attendance is high and persistent absence is low.

Pupils' wider personal development is exceptionally strong. Pupils can become reading buddies, school councillors, and parent evening helpers. Older pupils mentor and support younger pupils. Members of the school council speak proudly of how they have brought about improvements in the school lunches. All pupils study gardening. They can also attend after-school clubs in coding, chess or dance. Educational visits considerably enhance the curriculum. This year, for example, pupils in Year 5 visited the Cutty Sark to learn about levers and pulleys in science. Pupils in Years 4 and 6 attended residential outdoor activity trips to develop their resilience. Pupils can also take part in science week, international day or the many sports fixtures.

Leaders at all levels have created an ambitious culture that puts pupils' learning at the centre of everything the school does. Staff really enjoy working at the school. They value the empathy and kindness they are shown by leaders. Parents, pupils and staff are rightly proud to be part of this wonderful school community.

Safeguarding

The arrangements for safeguarding are effective.

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	100724
Local authority	Lewisham
Inspection number	10345682
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Neel Dakshy
Headteacher	Ian Wilson
Website	www.sml.london
Date(s) of previous inspection	21 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Southwark. The school's last section 48 inspection for schools of a religious character was in February 2020.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspector(s) 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors held discussions about the curriculum,

visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subject areas.

- To evaluate the effectiveness of safeguarding, 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 those responsible for governance, including the chair of governors. Inspectors also spoke with a representative from the local authority.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Christian Hicks, lead inspector

His Majesty's Inspector

Paul Jackson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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