

# Inspection of a school judged good for overall effectiveness before September 2024: St Margaret's Church of England Primary School

Heywood Road, Prestwich, Manchester M25 2BW

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Inspection dates: 29 and 30 October 2024

## **Outcome**

St Margaret's Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

The school's vision is the heartbeat of pupils' experience of the school and influences their behaviour and outlook. Pupils are encouraged to 'work hard, dream big and never give up' and 'above all, love each other deeply'. This vision inspires pupils to support each other and to treat those around them with the utmost respect and kindness. Pupils routinely contribute as leaders within the school. They take these roles seriously and act brilliantly as role models for their peers. Together, staff have created a culture that helps all pupils to feel fully included in the life of the school. Pupils are happy and safe in this caring school.

The school has high expectations of what pupils can achieve. These expectations are reflected in staff practice as they remove barriers to learning that pupils might encounter. Pupils with special educational needs and/or disabilities (SEND) become confident learners thanks to the support that they receive. Pupils, and children in the early years, learn most of the curriculum well.

Behaviour is exemplary. Adults help pupils to manage their own feelings and behaviour well. Pupils know that what they learn now will help them in the future. Pupils' behaviour is calm and focused. Pupils enjoy their learning and achieve well.

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

Leaders have recently implemented an ambitious curriculum. This is beginning to have a positive impact on pupils. Across the curriculum, the knowledge and language that pupils need are clearly identified. Adults check that pupils remember the important knowledge

that they are taught. In history, for example, pupils discussed their impressive knowledge of the Mayan civilisation and the impact of trade on its development. In art and design, pupils explained their deep knowledge of different mediums to create tone and the illusion of depth.

In mathematics, children quickly become confident with numbers. Across school, pupils have lots of opportunities to rehearse and repeat their learning. Pupils become highly fluent mathematicians. They use this fluency and knowledge to confidently solve mathematical problems. However, some subjects are in the earlier stages of development. In these subjects, the explanations and activities that teachers select do not support pupils to learn the important knowledge in the curriculum securely. In these subjects, some pupils find it more difficult to remember new learning and connect it to the things that they already know.

In the early years, staff help children to build positive relationships. Children cooperate consistently well with each other. They concentrate deeply in order to complete the activities that they are given. Across school, pupils have very positive attitudes to their learning.

Reading is a priority across all year groups. The school ensures that all staff have the training that they need to help pupils to become confident readers. In the early years, children confidently master new sounds quickly. Pupils who have fallen behind receive appropriate support to help them to become fluent readers. Throughout the school, adults invest in carefully chosen literature and regularly bring stories to life for pupils. Pupils become skilled in analysing the texts that they are given. They thoroughly enjoy reading.

The school identifies the additional needs of pupils with SEND quickly. This helps to ensure that these pupils receive the support that they need. If pupils have different starting points, the school makes sure that they learn a curriculum that is just right for them. This helps pupils to develop their confidence and communication skills. Pupils with SEND achieve very well.

The school's work to promote pupils' personal development is of a high quality. Pupils develop an impressive understanding of how to look after their health and well-being. They know how to stay safe online. Pupils display mature attitudes when considering aspects such as diversity. When pupils hold differing opinions, they do so respectfully.

Leaders deliberately enhance the curriculum for pupils. For example, pupils spoke with enthusiasm about meeting with an archaeologist. They connected this to their learning in history. The school has established 'agents of change' leadership roles for pupils. These roles inspire pupils to contribute as leaders in many aspects of school life. One pupil summed up the views of others by saying 'we act as a voice for pupils in the school'. Pupils know that their views and ideas are taken seriously by adults.

Governors make sure that the school takes the right actions in the best interests of pupils. They ensure that all pupils are fully included in all aspects of school life. Leaders have made a number of improvements to the curriculum for pupils. These changes are in the

best interests of pupils. The workload and well-being of staff are considered. Staff acknowledge that there have been many changes to the curriculum. They understand that these changes are benefiting pupils. Staff make sure that pupils are at the heart of everything that they do and are proud to work in this school.

## **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 explanations and activities that pupils are given do not support them to learn the most important knowledge in the curriculum sufficiently well. Some pupils struggle to connect their new learning to the things that they already know. The school should ensure that teachers deliver the curriculum consistently well so that pupils can connect new and prior learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 2019.

## 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

<b>Unique reference number</b>	105323
<b>Local authority</b>	Bury
<b>Inspection number</b>	10347950
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joe Spademan
<b>Headteacher</b>	Hannah Whiteside
<b>Website</b>	<a href="http://www.st-margarets.bury.sch.uk/">www.st-margarets.bury.sch.uk/</a>
<b>Dates of previous inspection</b>	5 and 6 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation 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 the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers.
- The inspector held a meeting with governors including the chair of governors. The inspector also held a meeting with a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- The inspector took account of the pupil survey and spoke informally to pupils to gather their views on school life.
- To gather parents' views, the inspector took account of the responses from Ofsted Parent View, including free-text comments.
- The inspector took account of the staff survey and met formally with staff to gather their views.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

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