

St Margaret's Church of England Primary School

Inspection report

Unique Reference Number	100170
Local Authority	Greenwich
Inspection number	276264
Inspection dates	21–22 November 2005
Reporting inspector	Graham Lee

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Sian Stringer Mr Jeremy Lunnon
Date of previous school inspection	Not previously inspected
School address	St Margaret's Grove Plumstead London SE18 7RL
Telephone number	02088543924
Fax number	02088544403

Age group	3–11
Inspection dates	21–22 November 2005
Inspection number	276264

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

St. Margaret's is a larger than average primary school, which is popular and over-subscribed. Approximately half the pupils are of white British heritage, a further quarter of Black African origin and the remainder from a variety of predominantly Black backgrounds. An above average number of pupils speak English as an additional language but very few are at the early stages of learning English. The school serves a varied community and about a quarter of pupils are entitled to free school meals. Attainment on entry is below average and around a quarter have learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Ensure that teachers consistently challenge more able pupils to achieve as well as they can*
Use assessment data more effectively to follow pupils progress and set targets for improvement*
Ensure that monitoring systems are more rigorous and lead to improvements in teaching and learning.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory overall with some strong features. Whilst good teaching was seen there was some inconsistency. Over time the teaching has been better in the juniors which accounts for the better progress of pupils, although this variation was not apparent during the inspection. Teaching in the foundation classes is good. Throughout the school, teachers work in close partnership with an effective team of teaching assistants. For instance in several lessons teaching assistants led games that helped younger children practise counting and recognise letter sounds very effectively. Where teaching is particularly successful, teachers present activities in a lively way and have high expectations of pupils. As a result pupils stay on task and behave well. However, in some lessons the momentum slows and not enough is expected of pupils and they lose interest and become restless. In these lessons more able pupils, in particular, do not achieve as well as they might. Pupils with learning difficulties are included well and tasks are matched to their needs. These pupils are taught basic skills very effectively in small groups when appropriate. The quality of marking is inconsistent. Some teachers provide pupils with useful feedback about the quality of their work and how they can improve whilst others do not. Teachers do not always use assessment information effectively to plan for all groups of pupils.

Curriculum and other activities

Grade:

The curriculum is good overall. In the foundation classes it is stimulating and meets the emotional as well as academic needs of the children. There are effective links developing between subjects and with information and communication technology (ICT). Indeed provision for ICT has greatly improved since the last inspection. Pupils have good access to computers now and teachers use ICT effectively as a tool for learning. For instance, in one science lesson pupils were able to use a simulation programme to work out the relationship between a predator and a given population. The curriculum for pupils with learning difficulties is carefully planned so that pupils make good progress against their targets. The curriculum for personal, social and health education is good so pupils learn a good deal about issues such as diet, drugs and relationships.

The curriculum is enriched through a number of visits and visitors and special events, such as science and health days. The various extra-curricular clubs are popular with children and provide good opportunities to develop skills and interests. The two residential trips enable pupils to extend their knowledge as well as helping them develop independence.

Care, guidance and support

Grade:

The school takes good care of its pupils. Child protection procedures are in place and are fully understood by staff. The majority of pupils feel safe and secure in school but a small minority felt that some bullying issues were not dealt with sufficiently swiftly. No evidence was found of bullying during the inspection. Vulnerable children are very well looked after through a very good support network. The school also draws on the support and advice of various external agencies when necessary. For example, although attendance is good, during the inspection the Attendance Advisory Officer was conducting a 'late gate' to counsel parents and pupils on the importance of punctuality. The school places a strong emphasis on healthy living and the annual health awareness days have contributed considerably to this. Parents hold the school in high regard and know their children are safe and well cared for. One parent commented 'teachers treat all the children as their own.'

Leadership and management

Grade:

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you all for making my team so welcome when we came to the school recently. We really enjoyed our time at St. Margaret's and you all helped the inspection by being so friendly and helpful. I thought you would like to know what we found out.

We agree with your parents and carers that St. Margaret's is a good school. When you arrive at the school in the nursery or reception classes you have lots of interesting things to do and adults help you to settle well. You develop your reading, writing and number skills in the infants and do well when you move into the juniors. By the time you go to secondary school you are well prepared. Those of you who do not find work easy do well because of all the help you get. Some of you who are doing well could do even better and we have asked the teachers to help you to do this. You like school and attend regularly. Most of you enjoy your lessons, work hard and behave well. In a few classes some of you, mainly the boys, need to concentrate a bit better. There are lots of interesting things for you to do in the school day and in all the clubs and visits that you have.

Your teachers work hard to help you to do as well as you can. We have asked your headteacher and senior teachers to make sure that you are getting the best chance to do your best all the time. We have also asked them to make sure that teachers set targets to help you improve your work.

Best Wishes

Graham Lee

Lead Inspector