



# St Margaret's CofE Primary School, Rottingdean

## Inspection Report

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**Unique Reference Number** 114537  
**LEA** Brighton and Hove  
**Inspection number** 279407  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** Sheila Browning AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Whiteway Lane
<b>School category</b>	Voluntary aided		Rottingdean
<b>Age range of pupils</b>	4 to 11		Brighton, East Sussex BN2 7HB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01273 303109
<b>Number on roll</b>	202	<b>Fax number</b>	01273 390114
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Dutley Tee
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mrs Sandy Coleman

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Margaret's Church of England Primary School is of average size. Most pupils come from Rottingdean and increasingly from Woodingdean and Ovingdean. Pupils come from a wide mix of socio-economic backgrounds. The majority of pupils are from White British families and a few minority ethnic groups are also represented in small numbers. The attainment of most children on entry to the school is broadly at the level expected for their age though it fluctuates year-on-year. The school has more pupils with statements of special educational need than nationally. Until recently there have been a lot of staff changes, particularly in the Reception and in Years 1 and 2. The school has a significant sports partnership with a local secondary school. In recognition of its work the school has been awarded a Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. The school views itself as better than this, but this is not confirmed by the inspection. This is because some pupils are not achieving as well as they could in writing and the school's self-evaluation systems and planning for improvement are not focused sharply enough on raising pupils' standards. The quality and standards in the Reception Year are satisfactory. In Years 1, 2 and 3 pupils make insufficient progress in writing, whilst progress in reading and mathematics is satisfactory following recent improvements. Pupils make good progress in Years 4, 5 and 6. Vulnerable pupils and those with learning difficulties and disabilities achieve well because of the good support they receive. Nevertheless, more able and less able pupils, particularly in Reception to Year 3, do not always achieve their potential because assessment is not used well enough to challenge or guide them. Pupils are well supported and cared for and their personal development is good. Consequently, pupils behave well and enjoy their learning. Teaching is satisfactory and there is good practice in Years 4 to 6. A satisfactory curriculum with strengths in art, physical education and enrichment activities enhances pupils' development. The headteacher and senior managers provide satisfactory leadership. Governors know the school's strengths and weaknesses. The school has a satisfactory capacity to improve further and gives satisfactory value for money.

### What the school should do to improve further

- Improve pupils' writing skills in Years 1, 2 and 3.
- Share the good teaching in Key Stage 2 to improve teaching in Reception and in Years 1, 2 and 3.
- Ensure that assessment enables all pupils to be challenged and guided to do their best.
- Ensure that the school improvement plan and self-evaluation processes are sharply focused on raising standards, and that targets and success criteria are based firmly on pupils' progress.

## Achievement and standards

### Grade: 3

Standards are average and pupils make satisfactory progress over time. In the Reception Year, children join the school with skills at the level expected for their age in most areas of learning. Communication, language and literacy skills are lower than expected. By the end of the Reception Year, just over a third are on course to meet the expected standards across all areas of learning. In Years 1, 2 and 3 pupils make insufficient progress in writing and achieve significantly lower standards than expected. Recent action has secured improvements in reading and mathematics where progress is now satisfactory for these year groups. Standards overall are below average at the end of Year 2. Progress is good in Years 4 to 6 and standards are average at the end of Year 6. Appropriate targets are set for pupils' performance, though these are not always

met. More able and less able pupils, particularly in Reception to Year 3, are not always sufficiently challenged. Vulnerable pupils and those with learning difficulties and disabilities achieve well because of the good support they receive. The results in national tests in 2005 were broadly average and were above average for science. The current Year 6 has made good progress with a high proportion achieving above the expected level for their age. Since the last inspection, above average standards have been maintained in science at the end of Year 6 but standards have fluctuated in English and mathematics.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. This is reflected in their good behaviour and attitudes. Good relationships are a strength. Pupils feel safe, are proud of their school and are good ambassadors for it. They approach visitors with questions and want to tell them about their school. In lessons they are eager to answer questions and enjoy learning. Pupils develop skills which contribute to their future well-being including self-confidence. They know that their opinions are listened to and have the opportunity to take an active part in the development of the school through the school council. 'Bully buster' pupils in the playground have had a positive impact and give valuable support. Pupils say that now there is very little bullying. They have a good sense of how to stay safe and healthy. They understand the importance of taking regular exercise and eating a healthy diet. Pupils say they particularly enjoy the wide range of sport provided and this has a positive impact on their physical development and skills. Spiritual, moral, social and cultural development is good. Pupils have a strong sense of right and wrong and develop good social skills. They are actively involved in the local community and church. Attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with some particularly good teaching for the oldest pupils. Behaviour management is good, resulting in attentive pupils who are eager to learn. Teachers give good opportunities for pupils to perform or speak to the whole class about their work. For example, in a Year 5 lesson they performed their 'rap' poems. Information and communication technology (ICT) is used well to involve pupils and to clarify key learning concepts. Teaching in Reception ensures that children learn through both formal and practical experiences, though many are still working towards the expected areas of learning. Assessment and teacher expectations are not sufficiently robust to move children on.

Assessment is satisfactory and the information is beginning to be used to support lesson planning and target setting for pupils. However, its use is not sufficiently robust to ensure pupils achieve their best. For example, more able and less able pupils are

not always challenged enough, especially in Reception and in Years 1 to 3. Where teachers guide support staff well they are effective in helping pupils make progress and they establish good relationships with the pupils. However, on occasions they are not used to support pupils effectively. Some parents come into school to help children read and this helps their children's learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and improving. Strengths are in science, art and sport. Children in Reception have a suitable balance of learning activities to meet their individual needs appropriately. The outside area is used well to support pupils' physical development and environmental education. Visits, visitors, themed days such as History Week and popular extra-curricular activities enrich the curriculum. Education for healthy and safe lifestyles and opportunities to contribute to the community are good. Since the last inspection opportunities for pupils' cultural development and to learn about and use computers have increased, as has the time for physical education. Resources for ICT are much improved. Good identification of and additional support for those pupils with learning difficulties and disabilities ensure they make good progress. Whilst nurture programmes support the needs of vulnerable pupils well, opportunities and support to challenge more able pupils are not as robust. Provision for the basic skills of numeracy and ICT is appropriate. In Reception and in Years 1 to 3 pupils' work indicates insufficient opportunities to improve writing skills.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support of pupils are good overall. Strengths are in the pastoral care and support pupils receive. Younger children are well supported by a nursery nurse. Staff know the pupils well and because of this nearly all pupils have very positive attitudes and good behaviour. This is an orderly and safe community. On the rare occasion when bullying occurs pupils say it is sorted out quickly and fairly. Careful attention is paid to child protection and health and safety. Pupils involve themselves well in all activities. They are happy to be school councillors and playtime 'buddies'. Nurture work for vulnerable pupils is especially successful as is the support for those with learning difficulties and disabilities. Most learners are set appropriate targets and know them. Nevertheless, academic guidance is not used well enough to move pupils on. The quality of marking of pupils' work is patchy; the best is informative whilst some is minimalist. Links with a range of outside agencies are effective and the school works with parents appropriately.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher knows the direction the school should take. She recognises the need to continue to focus on pupil outcomes

and teaching and learning to raise standards. A committed senior management team supports her well. They work closely and, along with subject leaders, have begun to establish a clear view of the strengths and weaknesses of teaching and learning and the progress of pupils over time. The school monitors teaching and the progress of pupils satisfactorily. Useful feedback is shared with teachers about the strengths and areas for development in their teaching and in pupils' learning but these are not always followed up. The school development plan, subject leader's action plans and self-evaluation processes are satisfactory. However, they are not sharply focused on raising standards based on what they already know about the strengths and areas for development in pupils' learning and in teaching. Some good progress has been made on improving areas such as reading in Years 1 to 2 and improving particular skills of specific teachers. Other areas such as the progress pupils make in writing in Years 1 to 3 have not been addressed speedily enough. There has been adequate improvement on most of the issues from the last inspection although not all areas of strength have been sustained each year. The recent improvements demonstrate that there is satisfactory capacity to improve further. Governance is good. Governors are well informed by the headteacher and hold the school to account. The views of parents and other agencies are sought and taken into consideration. The school provides satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for helping us when we visited your school. We very much enjoyed talking with you, looking at your work and seeing your lessons.

These are the things we found that St Margaret's School does especially well:

- You are well behaved, polite and kind to one another.
- You enjoy learning and contribute well to school life and the community.
- There are lots of interesting activities for all of you to experience and take part in, including clubs and visits.
- Those of you with learning difficulties and disabilities are well supported and the adults in the school ensure that all of you are well cared for.
- You know how to lead safe and healthy lifestyles, which will help you in your future lives.

We know that everyone wants to do better and we have suggested some things to help:

- Those of you in Years 1, 2 and 3 are working hard but we think you can do even better, particularly in writing.
- Teachers should share their ideas to make sure that all lessons are equally good.
- Your headteacher, teachers and governors should make sure that all school planning is really focused on helping you to achieve your very best.

With best wishes

Sheila Browning Lead inspector