



# St Margaret's CofE Primary School

## Inspection Report

**Unique Reference Number** 126043  
**LEA** West Sussex  
**Inspection number** 282049  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** Steffi Penny HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Mardens
<b>School category</b>	Voluntary aided		Ifield
<b>Age range of pupils</b>	4 to 11		Crawley, West Sussex RH11 0AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01293 521077
<b>Number on roll</b>	398	<b>Fax number</b>	01293 538326
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Russell Mitchell
<b>Date of previous inspection</b>	6 October 2003	<b>Headteacher</b>	Mrs Helen Fletcher-Reilly

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 February 2006 - 23 February 2006	<b>Inspection number</b> 282049
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

St Margaret's is a larger than average, popular school. The vast majority of its pupils are White British and very few are entitled to free school meals. Nearly all pupils speak English fluently. The proportion of pupils with learning difficulties is nearly double the national average and the number of pupils with a statement of special educational need (SEN) is well below that seen nationally.

Recent building developments include a new information and communication technology (ICT) suite, a new library and a special support centre with places for eight pupils with physical disabilities. Teaching in the school received a national award for excellence in SEN.

The headteacher has been in post since September 2005 following a period of unsettled leadership since the last inspection.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory. The school judges itself similarly, recognising what it needs to do to improve standards. Since the arrival of the headteacher in September 2005 a wholesale review of procedures and practice has begun. These changes have led directly to the improved quality of provision that is now in place. There is now a common sense of purpose and drive for improvement. Sound systems are in place to check on the effectiveness of the school, but much of what is being done is in the early stages. The weaknesses that remain, especially in writing, have been recognised and a good plan exists to develop this area. As a result, pupils' written work and reading have improved. Information on pupils' progress year by year is used well by middle managers to pick up those who may need extra help but not to check whether all pupils are making progress at a consistent rate.

Improvement since the last inspection has been satisfactory. There was a dip in performance and teaching because of staffing problems, but the school is beginning to turn this around. An example of this is that standards and achievements in the Foundation Stage are now satisfactory and match those of the main school. The leadership and management team has made considerable progress in a short space of time in moving the school from an underachieving school to one with a good capacity to improve.

The governing body, with several new members this year, is well organised to fulfil its key responsibilities. Training has been planned to develop the skills of governors in data analysis. This is because they are aware that they need to be sufficiently involved in evaluating the school's results data so that they can challenge the standards pupils have been achieving and the progress they have been making.

The recent building developments are helping to raise standards and pupils with physical disabilities or SEN make good progress. The school provides satisfactory value for money.

### What the school should do to improve further

- Ensure middle managers use data confidently to understand accurately the standards that pupils have reached, and to set challenging targets to improve overall achievement, thereby raising standards.
- Develop the ability of governors to challenge the school where necessary and to hold it to account.
- Increase the proportion of good and better teaching.

## Achievement and standards

### Grade: 3

Achievement and standards are currently satisfactory. Many children begin school in the Foundation Stage at levels slightly below those nationally. Most make satisfactory

progress and some do very well, in particular those with learning difficulties and disabilities (LDD).

Achievement in the Foundation Stage is now satisfactory although children in reception last year did not reach the expected standards, particularly in literacy and personal development. This year, children are making much better progress and are now on track to reach the expected levels.

At the end of Year 2 and Year 6, test results in 2005 showed a good proportion of pupils reaching the expected levels and this represents satisfactory achievement.

The progress made from Key Stage 1 to the end of Key Stage 2 is satisfactory overall, although it varies between subjects. The school has rightly identified some underperformance in writing and reading throughout the school. As a consequence, it has made these a priority in planning and pupils now have challenging targets for improving their work in these areas.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils respond well to the school's clear guidelines for behaviour and strong ethos of care and support. Pupils enjoy school and this is confirmed by their good attendance and enthusiastic participation in activities.

Pupils respect each other's views and the recently introduced school council gives them a good opportunity to air them. They believe that their views are valued and point to improvements that have been made as a result of their suggestions, for example the widening of the entrance doorway. Several pupils and parents said 'This is a school that gets things done'. Pupils make a good contribution to the community by engaging in charitable works. Safe practices are followed. Behaviour is good, as are relationships throughout the school.

Spiritual, moral, social and cultural development is good and is well supported by lessons, assemblies and enhanced by residential trips in both Years 5 and 6. Pupils and parents are grateful that the school has introduced prayer boxes in classrooms and feel that the school now reflects its Christian ethos more openly through its environment, for example the altar in the hall and use of Christian symbols and pictures.

The recent school policy of 'healthy snacks only' has dramatically increased the number of pupils eating fruit or vegetables instead of crisps and sweets. Most pupils up to Year 2 are taking two pieces of fruit or vegetables each day. They are all developing increasing levels of independence and are working effectively in teams. Their skills in literacy, numeracy and ICT prepare them soundly for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is satisfactory with some good practice. For example, in one lesson pupils were encouraged to seek each other's views, and they did this in a well focused, enthusiastic way. Pupils have good attitudes to learning. The new practice of involving parents in reading groups is very effective in raising achievement. Teachers and other adults work together harmoniously to plan and support pupils' learning.

Progress is effectively recorded and challenging targets have been set this year for reading and writing. Teachers' records show that satisfactory progress is being made. However, the school does not effectively analyse these, and other, data to identify accurately the standards which pupils have reached. Because of this, subject coordinators cannot always confidently predict where pupils should be at the end of the key stages, and set appropriately challenging targets in all subjects.

Pupils with LDD and SEN are very well taught and exceptionally well supported, helped by clear, targeted planning which addresses their specific needs.

### Curriculum and other activities

#### Grade: 3

The school offers a satisfactory curriculum for pupils, which meets the requirements of the National Curriculum. It has been reviewed recently and has been improved to ensure that the needs of all pupils are adequately met. One very effective development is in the individually tailored curriculum for pupils in the special support centre. Another is in the way particular pupils from the main school work alongside those in the special support centre for specific support activities. Reading time is another highly effective enhancement that provides support and challenge for pupils with specific needs and pupils who read well. The school is aware that more needs to be done, in particular to enhance outdoor play activities in the Foundation Stage and to ensure that all pupils progress as well as they should in all subjects.

There is an effective programme of personal, social and health education and citizenship. The recent introduction of specialist tuition and extra curricular clubs and activities successfully encourages a good range of pupils' skills and interests.

### Care, guidance and support

#### Grade: 3

Overall, the care, guidance and support of pupils are satisfactory although pastoral care is good. There is a high commitment to the inclusion of all learners. For example, pupils from a neighbouring special school visit weekly for some classroom activities and to integrate with other pupils in the playground. The school is extremely successful at integrating pupils who have some specific need and pupils in the special support

centre have a genuine sense of involvement. A pupil from the centre said 'We have more friends here than in our old unit'.

The school monitors pupils' personal development effectively and there are good procedures in place to deal with child protection, racial harassment and bullying. Good relationships between adults and pupils foster confidence and trust. As a result, pupils feel safe at school and know there is an adult to whom they can turn if they have a problem. A pupil in Year 6 said 'There's always someone you can talk to'.

Vulnerable pupils are given good support by the school and by outside agencies. The inspection agrees with the positive views of parents who wrote to express their appreciation of the way the school supports their children.

Academic guidance is not as strong as the pastoral. Challenging targets have been set for all pupils this year but information on pupils' progress year by year has too often only been used by teachers to identify those who have not moved forward. The analysis of assessment data is not used well by subject coordinators to identify key areas for improvement and assessment procedures do not give a clear enough overview of the progress of groups of pupils.

Pupils with LDD or SEN are given excellent support and guidance in working towards the targets in their individual education plans.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. During recent years, instability in senior leadership made it difficult to sustain good teaching and consistent management. This hampered pupils' achievement. The new headteacher has a clear, and well shared, vision for the school which is focused on improving pupils' achievements through basic skills and by giving them experiences which extend their personal development. An example of this is the purchase of books and the introduction of reading time. She is an inspirational and outstanding leader and has managed to move the school forward significantly in a very short time. This is also appreciated by the vast majority of the school community. One parent said 'The school has been re-envisioned; new life has been breathed into it'.

There is effective self-evaluation. Parents' and pupils' views are regularly sought and they feel the school has listened to them, for example in the introduction of after school activities. Satisfactory systems for monitoring and evaluating the school's performance have been introduced recently, including the monitoring of teaching, checking teachers' plans and the analysis of assessments. However, this analysis is not consistently evaluated and quality assured by all subject coordinators and teachers to ensure that pupils make rapid progress. The recent and successful drive to raise standards in reading is an indication of the school's good capacity to improve.

The re-shaped governing body is well led. Governors are developing a good understanding of the progress the school is making and where it needs to improve. Currently, not all statutory requirements are met fully, but the governing body is now

well placed to fulfil its key responsibilities. Financial management is good, with a clear focus on spending to improve provision and raise standards.



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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?	2	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	2	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	3	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>	3	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	4	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	3	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

Following our visit to inspect your school we would like to thank you for welcoming us. We enjoyed talking to you and listened carefully to what you and your parents said. This letter is to let you know what your school does well and how you can help your school to be even better.

There are lots of things that we and you like about your school. Some of these are:

You appreciate all of the extra activities that the school now provides for you.

The school does a good job of encouraging you to become confident in all of the things you do.

Your headteacher and staff work well together to make a calm and happy atmosphere in the school.

Your school is friendly and welcoming. You behave well and get on really well with each other.

You try hard in your lessons and, when you find work hard, you are given the right sort of help.

All of the adults in your school want it to be even better and this is what we have asked your school to do now.

You make sound progress in lots of your work but some of you could make faster progress. We have asked the teachers to improve lessons and the way they look at how well you are doing. You can help by telling the teacher when you are finding the work too easy.

This is a school that has improved in leaps and bounds since the arrival of Mrs Fletcher-Reilly but she needs the governors' help, and they need to develop their skills, to make sure that your school is the best that it can be.

Thank you again for helping us to have such a great visit to your school.

We wish you a happy and successful future.