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28 June 2007

Mrs H Fletcher-Reilly
The Headteacher
St Margaret's C of E Primary School
The Mardens
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Dear Mrs Fletcher-Reilly

Ofsted Monitoring of Grade 3 Schools

Thank you for the help which you and your staff gave when I inspected your school on 20 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please could you also pass on my thanks to children I spoke to as well as the staff who gave so freely of their time, as did your chair of governors?

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 22 and 23 February 2006, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

My visits to a sample of lessons confirmed that the quality of teaching is at least satisfactory and more often good. This confirms the school's own judgment that teaching has improved since the last inspection. Excellent relationships exist in classes and pupils feel they are trusted by their teachers and get on well with them. Pupils' behaviour around the school, in assemblies and in lessons is excellent. Pupils

appreciate the opportunities the school offers and are proud to be members of the community.

Lessons are well planned to meet the differing needs of the pupils and enhance their learning. Teachers work hard to encourage the pupils to have good attitudes and, as a result, they are keen to learn and enjoy their work. Occasionally some activities are not planned with enough rigour to ensure pupils are focused all the time and remain on task. Literacy and numeracy are organised and thoroughly planned throughout the school to ensure pupils make appropriate progress. Pupils' work shows clear evidence of the progress pupils are making, for example in handwriting books. Assessment and marking are regular and thorough, involving pupils in assessing their own work and that of others.

Middle and senior managers are now confident in using information on pupils' performance. They have an accurate view of the standards reached and progress pupils are making. Good use is made of this information to set targets that are much more challenging and these are continually reviewed and adjusted as more information is available. Targets are shared with parents and pupils and everyone knows how to use them to improve future work.

An effective tracking system has been introduced that records pupils' progress throughout the whole school. This is used to maintain an overview of individual pupil performance as well as identifying underachievement. The system is supported by a review of every pupil's progress as part of regular fortnightly meetings of the teachers in each phase of the school. As a result, the school now has an accurate view of current achievement in all phases. Outcomes are used flexibly to adjust targets and maintain a level of challenge that is appropriate to each individual pupil. Standards and progress have improved. Standards are now above average and progress is good in the Foundation Stage and Key Stage 1. In Key Stage 2, standards are in line with national levels and progress is satisfactory and improving.

There has been a significant improvement in the work of the governing body, based on a thorough analysis of strengths and weaknesses. Effective training has enhanced the governors' understanding of their individual and corporate roles and responsibilities. Governors clearly understand the need to evaluate information on pupils' performance in order to adequately challenge the school to ensure all pupils do as well as they should. There is still a need for more rigorous reporting back to the full governing body where individual issues are being investigated.

Through the strong leadership and clear vision of the headteacher the school is now focused on improving learning and achievement. Teaching and support staff work together well as a collaborative team. The senior team has been extended and this has broadened the range of available management skills. The school is now organised into three phase management teams: Foundation Stage and Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2. Each phase team is led by a member of the senior management team. This new structure has improved the rigour, frequency and accuracy of the school's monitoring and evaluation of its own performance. As a

consequence, standards and progress are improving. The school needs to continue to build on this work so that all pupils achieve the very best they can.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink that reads "A.C. Jones". The signature is written in a cursive style with a large, sweeping flourish for the letter "J".

Christine Jones
Her Majesty's Inspector