

# Queen Margaret Primary School and Early Years Centre

Inspection report

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<b>Unique Reference Number</b>	115560
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	311978
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Mo Roberts HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Danter
<b>Headteacher</b>	Phil Evans
<b>Date of previous school inspection</b>	24 June 2002
<b>School address</b>	York Road Tewkesbury GL20 5HU
<b>Telephone number</b>	01684 292198
<b>Fax number</b>	01684 290854

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<b>Age group</b>	2-11
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## Introduction

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

## Description of the school

Most pupils come from the area of social housing close to the school and are of White British heritage. Almost half the pupils are eligible for free school meals. A few pupils from minority ethnic backgrounds are learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is broadly average. Individual attainment on entry to the Reception Year varies but weaknesses in language and social skills are evident.

The school has a before and after school club on the site offering wrap around care and a holiday club. Day care is provided in the early years centre that is designated to become a children's centre from April 2008. There are close links between the school and these providers with which it has a joint name. Children in the school's Foundation Stage frequently work with those in the early years centre. Separate Ofsted reports are available both for the early years centre and the wrap around care. The school has a Healthy School Award, an International Award and Investor in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It provides a happy environment that fosters good personal development and well-being. Pupils work harmoniously together. Behaviour is good and pupils thoroughly enjoy school life. They have a good understanding of how to stay safe, for example when close to a river or when there is flooding. They are unusually well informed about Europe because of the strong links the school has with other countries. Their knowledge of other cultures is also well developed owing to the school's good broad and balanced curriculum. Pupils benefit from many enrichment activities and first-hand experiences, such as their recent walk around Tewkesbury Abbey and activities at Cheltenham racecourse.

The care, guidance and support given to pupils are good. The support of vulnerable children through the school's efforts and partnership with other agencies is of an exceptional standard. Parents are pleased with the school and find staff approachable and helpful if they have any queries or require help. The school has strong links with the community and, for example, the pupils helped name the new streets when some local redevelopment took place.

Children in the Foundation Stage make good progress from their individual starting points. Staff deal effectively with the weaknesses in social skills and language development, so many children achieve close to the expected level for their age in these areas by the time they enter Year 1. In Years 1 and 2, pupils make steady progress. Standards, as shown by the end of Year 2 assessments, were close to the national average in 2007; mathematics scores were higher than in reading and writing. More able pupils also followed this pattern; doing better in mathematics than in other areas. The school has implemented a language and writing development programme to help to deal with any underachievement and to boost progress in reading and writing.

In Years 3 to 6 pupils' current progress is steady or better in the youngest and oldest classes but some pupils are making slower progress in the Years 4/5 class, partly as a result of some unsettled staffing. The results for Year 6 pupils in 2007 were however, significantly below the national average in English and science and just below in mathematics. The performance of more able pupils was also significantly below the national average except in mathematics. These low results led the school to seek help from the local authority.

A new system for tracking pupils' attainment and progress was introduced in September 2007 and allows staff to more clearly analyse how well each pupil is doing. Staff can now promptly detect individual underperformance and have put in targeted support to help pupils. Teaching has improved and is now satisfactory overall, with some examples of good teaching providing exciting experiences for the pupils. Lessons increasingly match most pupils' needs but assessment and marking are still not consistent and sharp enough across the school to increase pupils' rate of progress further and ensure they fully recover from past underachievement. The main impact of these shortcomings in assessment and marking is that work in lessons is not always challenging enough for all pupils and pupils do not have clear enough guidance about how to improve their performance. Pupils are not sufficiently involved in assessing their progress.

Leadership and management are satisfactory. There is a collective endeavour to tackle underachievement and raise pupils' aspirations further. As a result of effective action taken recently, steady improvements are evident in most pupils' current work. The headteacher leads effectively and was proactive in gaining good external support to help manage and interpret the school's data and to maintain the drive to improve standards. Recent action, together with

the improvements in provision over the period since the last inspection, show the school has the necessary capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children achieve well in the Reception class. They enjoy an interesting and well balanced curriculum that covers all areas of learning. There are good routines that help the children feel secure in a class that is shared between two teachers and has involved a recent change of staff. Teaching is good. Staff assess children's ongoing progress exceptionally well and plan a range of indoor and outdoor activities that meet their needs. Adult-led activities are successful because staff skilfully and patiently question children and extend their learning. Exploratory play activities are well organised, with children able to concentrate and work independently when, for example, using natural materials from the outdoor area to build towers. From some quite low starting points, most children reach standards close to the goals expected by the end of the Reception year, although in past years this was not always the case. Pupils benefit from visits to and from the early years centre on site and enjoy the themed joint learning mornings. Links between the school and the early years centre are improving and both settings are well advanced in adopting the new Early Years Foundation Stage process and curriculum.

### **What the school should do to improve further**

- Raise standards in English, and science at the end of Year 6 and increase the number of pupils reaching the higher levels in Years 2 and 6.
- Ensure that all pupils consistently make the progress of which they are capable from Year 4 to the start of Year 6.
- Make better use of assessment to provide activities that are consistently challenging for all pupils in all lessons.
- Ensure that marking tells pupils clearly what they need to do to improve their performance and involve pupils more in assessing their own progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The school's recent focus on improving pupils' skills in phonics, writing and speaking and listening is raising the standard of writing in Years 1 and 2. In reading, staff also take every opportunity to ensure that pupils' skills are extended, although last years' assessment results dipped a little in both reading and writing. In mathematics, the results were relatively better. In Years 3 to 6, despite a good start, progress slows for some pupils in Years 4 and 5. Pupils work hard in the Years 5/6 class but have too much ground to recover, despite well organised teaching aimed at getting them to the expected level for pupils of their age. A few pupils in Year 6 are close to getting the higher level currently. The lack of higher level scores in Years 2 and 6 in 2007, except in mathematics, depressed the school's overall results. The effect of this in Year 6 was that the overall results were significantly below the national averages in 2007.

Pupils with learning difficulties and/or disabilities and those who do not have English as a first language are well supported in class and as a result make steady progress similar to other pupils

in their classes. There are some notable examples of pupils who need additional help making very rapid progress thanks to very good support from teaching assistants.

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

### **Grade: 2**

Pupils' personal development is good. Children in the Foundation Stage make a good start in developing personal qualities and this continues well throughout the school. Pupils' spiritual, moral, social and cultural development is good. Pupils know the difference between right and wrong and understand that with rights come responsibilities. They show care and concern for others. The school is calm and friendly, and relationships between staff and pupils are good. Pupils contribute effectively to the school community through the prefect system and the Year 6 school council. They also make a very positive contribution to the wider community, for example by planting bulbs in the local area. Pupils enjoy school and feel safe. They say they are comfortable and confident of success if they ask any adult in the school for assistance. Behaviour is good and most pupils show a positive attitude to their learning. Attendance is satisfactory and improving and pupils enjoy the positive reward scheme the school uses. Pupils develop a good understanding of what they need to do to adopt healthy and safe lifestyles within the 'Healthy Schools Award' but sometimes slip up in their choice of too many high salt snacks. Pupils develop good team skills. Their progress in developing basic skills, such as in literacy and numeracy, prepares them satisfactorily for the next stage of education and their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall and is good in many lessons. Where teaching is good there is a brisk pace and good use of resources to involve learners. Relationships are positive in all classes and any misbehaviour is managed well so no disruption occurs for other pupils. Even in a class which has had unsettled staffing, there is an orderly working environment with clear expectations for good behaviour. Teachers provide a clear focus at the start of lessons and they usually summarise and consolidate learning well at the end. The teaching of literacy skills is improving and this is beginning to have an impact on pupils' progress, for example in the current Year 2. Expectations are still too low for a few pupils who are capable of attaining higher standards in the Years 4/5 class. Whilst there are some examples of strong assessment that ensures work is matched to pupils' differing needs this is not consistent enough to ensure all planned activities build sufficiently on all pupils' prior attainment. Consequently, some pupils are not being challenged enough and are not yet making the progress of which they are capable. Teachers are aware of these pupils and that more needs to be done to accelerate their progress. The inconsistencies in marking limit the extent to which pupils can take responsibility for their own learning. Whilst pupils get feedback on how well they have met the success criteria in their lessons, they do not always get enough information about how they can improve their work and attain at a higher level in their books.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum for all pupils contributes much to their enjoyment of school. Teachers are developing links between subjects and this works especially well when it involves the international exchange programme, adding a good deal to pupils' understanding of other cultures. Pupils have done interesting work on Greece, for example, with a Greek teacher. Pupils mostly find learning interesting and try hard to use their improving literacy skills in other subjects. The provision for information and communication technology (ICT) has improved since the last inspection and interactive whiteboards help teachers bring learning to life. This was seen in an outstanding lesson on traditional stories in Key Stage 1. Year 6 pupils now make good use of ICT to help improve their scientific understanding. The curriculum for children in the Foundation Stage is good and the new outdoor provision is developing well and is an improvement from when the school was last inspected. It provides good opportunities for pupils to improve their speaking and listening skills through play. A good range of visits, visitors and after-school activities enriches pupils' lives. A residential visit for Year 6 pupils (in alternate years) significantly extends the curriculum for these pupils as does the lovely range of books in the new library.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care and support for all its pupils and gives exceptional support to the most vulnerable. Staff are well trained in child protection, health and safety, risk assessment and first aid procedures. Personal, social and health education is given a high priority and pupils are taught how to keep safe, including advice from the police on the dangers from drug misuse. Strengths and weaknesses in pupils' academic performance are increasingly being identified through a more rigorous tracking and analysis of their progress. Very good support is provided for individual pupils with particular needs. There are good links with outside agencies to support this work. Pupils have begun to assess their own learning and can tell you if they feel the level of challenge in work is about right for them or not although this is a feature that still requires improvement. Through the literacy development programme for writing pupils have learned to recognise their targets and most understand what they are trying to do in general terms. There is room to set targets that are more challenging for higher attaining pupils now that pupils are familiar with the process. The good management of the provision for pupils with learning difficulties and/or disabilities ensures pupils are well supported both in class with their diligent assistants and by the coordinator's attention to their detailed individual paperwork.

## **Leadership and management**

### **Grade: 3**

The headteacher is quietly persistent and ensures pupils' welfare and well-being are given good attention. This is a headteacher who knows what needs to be done to take his school forward and has created an environment with many rich opportunities for pupils' learning. He has successfully encouraged middle managers to undertake training on 'leading from the middle' and empowered them to take a lead in their assigned subjects within the school. The senior teacher has led the good work resulting in the school gaining the International Award and has secured a grant to work on migrant pupils' welfare with a colleague in Slovenia. This aims to

further support the school's work with vulnerable pupils. She ably assists the headteacher, despite having a full-time teaching role. The whole staff team works hard and is focused on raising standards. They welcome and act on external advice and work in strong partnership with various external agencies in the support of their pupils. Staffing changes account for some of the legacy of underachievement that the school is now tackling. The governors are going through a transition phase as new members have just been appointed. They keep a watchful eye on the school's progress, taking a good general interest in its development, but are not yet in a position to challenge the school fully over its standards in all subjects.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

14 March 2007

Dear Pupils

Inspection of Queen Margaret Primary School and Early Years Centre, Tewkesbury, GL20 5HU

Thank you for the help you gave me during my recent visit. I very much enjoyed talking with you about your school and your work. A special thank you is due to the three school council members I met. You are good representatives for the school and told me about the exciting things you do, like school productions and sports clubs

- These things are going well in your school:
- Reception is fun and children learn to work well in big school.
- You are well behaved, try hard with your work, and your attendance is improving.
- Your teachers look after you really well and care for pupils who need extra help.
- The teaching is satisfactory overall and some of it is good. Most of you make steady progress in lessons. It has been hard for some of you with your teacher away but you have behaved well.
- The curriculum is good with lots of things that interest you and you support activities and clubs well. You know a lot about other countries in Europe.
- You told me you enjoy coming to school and about all the things you do. You said that you especially appreciate the good help the Year 6 get in their early morning computer revision class.
- Your school is giving you a satisfactory education and I have asked the staff to make some changes to make your school even better. I asked them to:
  - Help you to do better in English, and science by the end of Year 6 and to really challenge those of you who find learning easy in Year 2 so you get to a higher level in English and science.
  - Make sure no one in Years 4 and 5 gets behind with their learning.
  - Look more closely at what you already know and then plan your group work at just the right level for you; so you are always thinking hard and trying your best.
  - Mark your work so you know how to improve it, not just what is right and wrong, and to involve you more in thinking about what you have learned and what you need to know next; I saw some of you doing this well already!

You can help by continuing to work hard and trying all the good things your school offers for you to do.

Best wishes Mrs Roberts HMI

**Annex B**



14 March 2007

Dear Pupils

**Inspection of Queen Margaret Primary School and Early Years Centre,  
Tewkesbury, GL20 5HU**

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These things are going well in your school:

- Reception is fun and children learn to work well in big school.
- You are well behaved, try hard with your work, and your attendance is improving.
- Your teachers look after you really well and care for pupils who need extra help.
- The teaching is satisfactory overall and some of it is good. Most of you make steady progress in lessons. It has been hard for some of you with your teacher away but you have behaved well.
- The curriculum is good with lots of things that interest you and you support activities and clubs well. You know a lot about other countries in Europe.
- You told me you enjoy coming to school and about all the things you do. You said that you especially appreciate the good help the Year 6 get in their early morning computer revision class.

Your school is giving you a satisfactory education and I have asked the staff to make some changes to make your school even better. I asked them to:

- Help you to do better in English, and science by the end of Year 6 and to really challenge those of you who find learning easy in Year 2 so you get to a higher level in English and science.
- Make sure no one in Years 4 and 5 gets behind with their learning.
- Look more closely at what you already know and then plan your group work at just the right level for you; so you are always thinking hard and trying your best.
- Mark your work so you know how to improve it, not just what is right and wrong, and to involve you more in thinking about what you have learned and what you need to know next; I saw some of you doing this well already!

You can help by continuing to work hard and trying all the good things your school offers for you to do.

Best wishes  
Mrs Roberts HMI