

St Margarets Anfield Church of England Primary School

Inspection report

Unique Reference Number	134245
Local Authority	Liverpool
Inspection number	328863
Inspection dates	9–10 June 2009
Reporting inspector	Denise Shields

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	440
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Reverend Winn
Headteacher	Mrs J McCallum
Date of previous school inspection	15 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lower Breck Road Anfield Liverpool L6 4BX
Telephone number	0151 260 5522

Age group	4–11
Inspection dates	9–10 June 2009
Inspection number	328863

Fax number

0151 287 2891

Age group	4-11
Inspection dates	9-10 June 2009
Inspection number	328863

© Crown copyright 2009

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 Margarets is a much larger than average sized school. It serves an area with high levels of social disadvantage. Almost all pupils are White British. The proportion of pupils eligible for free school meals is high and rising. An above average proportion of pupils have learning difficulties and/or disabilities. Slightly more pupils than average leave or join the school other than at the start of the school year. A Nursery and two Reception classes form the school's Early Years Foundation Stage provision. The school has gained the National Healthy Schools award, Sports Activemark, Artsmark Silver and Inclusion awards. It also holds Investors in People status.

A new headteacher has recently been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is friendly and very caring and gives pupils a firm foundation for their future learning. Some aspects of its work are outstanding. The extensive partnerships with an exceptionally wide range of organisations, including the parish, have a significant impact on pupils' all-round education and ensure that excellent care and support are provided for pupils and their families. Activities beyond lessons are many and varied and pupils speak enthusiastically about these opportunities, such as the dance, art, climbing and sports clubs. These contribute much to raising pupils' self-esteem. Pupils relish the extensive responsibilities they have and carry these out in a conscientious and mature manner. Their behaviour is excellent; they respect each other and develop very good relationships. Pupils' understanding of safe and healthy lifestyles is very impressive. Day-to-day care is very sensitive to the needs of all pupils. They state confidently that they feel safe, happy and can always find an adult to talk to if they have a problem. As a consequence, they grow in self-confidence.

When children start in the Nursery their skills are well below those typical for their age. By the time they leave school at the end of Year 6 pupils reach standards that are average. This degree of progress represents good achievement. However, although slightly more reach the higher levels than nationally not all of the more able pupils fulfil their potential. Less able pupils and those with learning difficulties and/or disabilities achieve well because of the sensitive support and guidance they receive from adults and the careful adaptations made to their tasks and activities. Teaching and learning are of good quality and some teaching is outstanding. Planning is detailed and clearly reflects the school's good curriculum. Good opportunities are provided for pupils to work in pairs and groups and to speak and listen to each other. As a result pupils make good progress.

The headteacher provides strong and determined leadership and, in a short space of time, has firmly focused attention on raising standards and achievement further. The school recognised that systems to track pupils' progress were unwieldy. Revised and robust arrangements have been introduced. Information is now used well to identify those pupils who need extra help with their work. However, it is not used well enough, in all lessons, to ensure that work always has sufficient challenge for the more able pupils to enable them to reach their full potential. The headteacher has established a clear vision, shared by all staff, for the future of the school. She is ably assisted by the senior leadership team who give good direction and support to subject leaders. School self-evaluation is comprehensive and accurate. It is clearly linked to development planning. Subject leaders are just starting to assess the quality of provision in their areas of responsibility, but they do not all check on the progress pupils make. As a result they are not in a position to contribute fully to the evaluation process and to raising standards. A shared common purpose amongst all staff and governors, correct priorities for improvement, and the improvement brought about since the last inspection, show that the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Children achieve well because teaching is good and learning is made fun. Despite only half the children reaching expectations for their age in many areas of their learning by the time they enter Year 1, they make good progress. There is a strong emphasis on teaching social, listening, early communication and numeracy

skills and this lays a secure foundation for children's future learning and development. The welfare of children is promoted extremely well. Classrooms and the outside areas are safe, happy and secure. All adults work very well with parents and successfully encourage them to become involved in their children's education. Children's personal and social development is good. Adults take time to get to know each child. As a result, children trust them and soon settle to new routines. Children's behaviour is good; they happily take turns, share equipment and cooperate with each other. A good range of activities is planned, either led by an adult or for children to choose. Staff in the Reception classes work hard to make the best use of the limited access to the outdoor area, but its position restricts the opportunities for all children to extend their skills outside and holds back their independence. The school has very clear plans to address this and building work was about to start just after the inspection. The leadership and management of the Early Years Foundation Stage are good. Leaders have an accurate view of what to do next and clear plans to develop the phase further. Staff work very well together as a team. Assessment is good. Careful observations are used well to plan the next steps in children's learning. Transition into Year 1 is planned and well organised which helps children to make a smooth transfer to their next stage of learning.

What the school should do to improve further

- Ensure a good level of challenge for more able pupils, in all lessons, to enable them to reach their full potential.
- Develop the role of subject leaders so that they can evaluate the quality of provision in their areas of responsibility and check on the progress pupils make.

Achievement and standards

Grade: 2

Achievement is good. During Key Stage 1, pupils build well on the good start made in the Early Years Foundation Stage. Standards by the end of Year 2 have improved and are now broadly average. Good progress continues during Key Stage 2 and pupils attain average standards by the end of Year 6. A good range of varied support programmes ensure that pupils who are less able and those with learning difficulties and/or disabilities make good progress. Since the previous inspection standards have risen, with slightly more pupils than average attaining the higher levels by the end of Year 6, but with few pupils reaching the higher levels by the end of Year 2. This is because the work they are given in Years 1 to 6 is not always sufficiently challenging for the more able to help them reach the standards of which they are capable.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural awareness is outstanding overall. Pupils' cultural development is good. Their learning in religious education and the arts, including involvement in the extensive range of art and music activities outside lessons ensures that they have a good understanding of traditions, cultures and beliefs other than their own. Their awareness of wider international issues is less well developed. Behaviour is exceptionally good so that pupils settle well to their work. Pupils are polite, helpful and enthusiastic about their school. They state confidently that bullying and racism are rare and express confidence in the school's systems to deal with any incidents should they occur. Pupils make an excellent contribution to the school community, helping support younger pupils, as class monitors and members of the school council. They are proud their views are listened to and that improvements have been made to

the school facilities as a result of their suggestions. Pupils' secure basic skills and positive attitude to learning give them a good start to their secondary education. Since the previous inspection the school has implemented better systems to follow up absence and encourage regular attendance. As a result, attendance has improved and is now satisfactory.

Quality of provision

Teaching and learning

Grade: 2

A key strength in teaching is the friendly relationships that are evident in all lessons. This gives pupils the confidence to tackle new tasks and to ask for help when they need it. The start of lessons is used well to explain what pupils are to learn and often good reference is made back to this during the course of the session to check pupils' understanding. As a result pupils remain focused and learning is good. The skilful use of questions to deepen pupils' understanding is a good feature of many lessons, but this is not consistent in all classes. The pace of lessons is usually lively and the explanation of new concepts is clear. Occasionally the pace is too slow and pupils spend too long sitting on the carpet. As a result learning slows. When practice is outstanding, teachers' expectations of what pupils can achieve are very high and learning is rapid. Tasks quickly capture pupils' attention and are very closely matched to their needs and ability. However, work is not always sharply matched to meet the needs of the more able pupils in all lessons. As a result, they do not always fulfil their potential. Teaching assistants make an effective contribution in supporting the work of groups and individuals and particularly help pupils who are less able and those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The curriculum is well organised and meets the needs of most pupils well including those with learning difficulties and/or disabilities. However, arrangements to support those pupils with particular gifts and talents are at an early stage of development. The curriculum is under review and there are very clear and innovative plans to provide greater links between subjects. The school's excellent emphasis on personal, social, and health education raises pupils' understanding of safe and healthy lifestyles very effectively. This together with good opportunities to develop their basic skills, including speaking and listening, ensures pupils are well prepared for life beyond school. Opportunities to take part in a wide range of activities beyond lessons make a very good contribution to raising pupils' self-confidence and esteem.

Care, guidance and support

Grade: 2

Levels of day-to-day care and support are excellent. Teachers know pupils extremely well and this does much to ensure that each one is safe, happy and ready to learn. Health, safety and welfare arrangements are very good. Child protection procedures and those to safeguard pupils meet current government requirements. Very good systems are in place to identify pupils' needs and to seek additional help from external organisations. Parents hold the school in high regard, appreciate that staff are approachable and know that any issues or concerns regarding their children are dealt with promptly. Since the previous inspection procedures to encourage and monitor attendance have been strengthened and are more systematic, these have led to improved levels of attendance. In the best examples marking provides extremely good advice to pupils.

However, occasionally learning targets, through marking, are not used sufficiently well to ensure that pupils are fully aware of how to improve their work.

Leadership and management

Grade: 2

The headteacher provides clear and purposeful leadership and management. The senior leadership team has an accurate picture of the school's performance and is aware of the changes that need to be made to secure future improvement. They are well supported and challenged by competent governors who are not afraid to ask searching questions and hold the school to account. Realistic but challenging targets are used to help raise standards. Leaders are currently making the necessary adjustments to school practice to raise standards. For example, the system for checking on pupils' progress has been refined so that information is accurate and readily accessible for all members of staff. Successful programmes are put in place to support those pupils who need extra help, but programmes to provide greater challenge for more able pupils are yet to be implemented. Subject leaders are now firmly supporting the drive for school improvement. However, they are not yet all fully involved in evaluating their subjects and checking pupils' progress. The school has recognised this as an area for development. Community cohesion is good with strengths within the school and the immediate community. The school has analysed its context well and is now developing further the global aspect of community cohesion.

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 A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

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

Thank you for helping with the inspection of your school by talking about your lessons, showing me your work and discussing all the many activities you take part in. You were very helpful, polite and friendly. I thoroughly enjoyed my short time with you.

St Margaret's is a good school and I know you are very proud of it. These are some of the things I found out.

- All staff take exceptionally good care of you and help you to stay safe, fit and healthy.
- You all behave extremely well, enjoy learning and try hard with your work.
- Children in the Nursery and Reception classes have a good start to their education.
- Your teachers make your lessons interesting and fun and most of the time when they mark your work they explain clearly how you can improve.
- You make good progress and your achievement by the time you leave at the end of Year 6 is good.

To make your school even better I have asked your headteacher and governors to ensure that those of you who sometimes find work easier are given tasks with greater challenge so that you can achieve even more. Your headteacher works closely with the governors to help plan what needs to be improved. I have asked your school to help the teachers who take responsibility for subjects to carry these roles out more effectively so that they can be fully involved in checking how well you are doing.

You can help, too by continuing to try your best, working hard and by ensuring that you always attend school regularly.