

St Margaret's Church of England Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 105815 |
| Local Authority | Rochdale |
| Inspection number | 355844 |
| Inspection dates | 19–20 January 2011 |
| Reporting inspector | Brian Holmes |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 201 |
| Appropriate authority | The governing body |
| Chair | Mrs Laura Heslin |
| Headteacher | Mrs Maxine Beresford |
| Date of previous school inspection | 28 January 2008 |
| School address | Heys Lane Heywood Lancashire OL10 3RD |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed eight teachers. They held meetings with parents, carers, groups of pupils, representatives of the governing body and staff. The inspection team observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 45 questionnaires completed by parents and carers, 89 pupil questionnaires and 11 questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- whether rates of progress, particularly in English, are accelerating quickly enough to improve and sustain higher standards of attainment
- if teaching is good across the school and enables pupils to make consistent progress in their learning
- if the curriculum meets the needs of all pupils and has sufficient impact on outcomes for pupils
- whether leaders and managers have been sufficiently rigorous in removing barriers to learning that appear to be preventing pupils from making progress.

Information about the school

St. Margaret's is a smaller-than-average primary school. The large majority of pupils are from White British backgrounds. A small number of pupils are from a minority ethnic heritage. The proportion of pupils who are known to be eligible for a free school meal is much higher than average. The proportion of pupils with special educational needs and/ or disabilities, including pupils with a statement of special educational needs, is higher than average. An above-average number of pupils start and leave school at different times during the school year. The school has achieved the Active Mark and Healthy School status. There is an on-site play group and pre-school provision that is not managed by the governors. This provision was not evaluated during this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and achievement.

Pupils' attainment has been falling by the end of Year 6 for a number of years and is too low, particularly in writing. Although pupils currently make satisfactory progress in their learning, this is not sufficient to raise their attainment or enable them all to achieve as well as they should. Pupils' progress in writing is not fast enough to secure the improvements needed in their attainment. However, there is evidence that in mathematics progress is improving more quickly and that attainment in mathematics is also beginning to rise, although it is still low.

Children enter the Early Years Foundation Stage with skills overall which are well below those expected, and which in writing are low. They make good progress in Reception to achieve outcomes which are below what is expected, and well below average in writing. These improvements in the Early Years Foundation Stage are recent and have not had time to have an impact on attainment in the rest of the school.

Leaders are tackling key weaknesses effectively with a strong emphasis on improving the use of assessment and the professional development of staff. As a result, the quality of teaching is improving, although it is not yet consistently good in every class. The most effective teaching is in Years 4 to 6; in other years, pupils are not given enough opportunities to apply their learning and tasks set do not meet the needs of all pupils. Steps have been taken to improve the curriculum with a number of initiatives in place, but their effect on raising attainment is at an early stage. Although leadership is improving, weaknesses remain in the management of change in English which have limited pupils' progress. Actions to improve provision have not been properly checked and evaluated. Consequently, adjustments to improve progress especially in writing have not been made. There are good relationships with parents and carers who are very supportive of the school. They appreciate the good provision that the school makes for care, guidance and support. Pupils feel safe and behaviour is good. They have positive attitudes to keeping healthy, relate well to each other and are clear that they enjoy their learning. Attendance has improved and is broadly average. However, given pupils' low attainment and their slower progress in writing, their preparation for the next stage of their education is inadequate.

The school has a clear understanding of its strengths and weaknesses, through accurate self-evaluation. Many improvements are recent and are not having a full impact on pupils' attainment and progress but the 'green shoots' of recovery are emerging. There is

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evidence that progress and attainment in mathematics are rising, which together with improvements in attendance and the effectiveness of the Early Years Foundation Stage, illustrate that the school has a satisfactory capacity to sustain its improvement further.

What does the school need to do to improve further?

- Improve the consistency of pupils' attainment and progress in writing by:
 - implementing a more structured approach to the teaching of writing
 - ensuring that all pupils, particularly those lower down the school, improve their skills in punctuation and sentence structure
 - ensuring that all pupils are given a wide range of opportunities to apply their writing skills
 - giving more attention to the management of writing especially in evaluating the impact of changes and making adjustments to provision.
- Improve the quality of teaching to be consistently good across the school by:
 - sharing the good practice that is evident in Years 4 to 6
 - ensuring that teaching builds securely on pupils' prior learning
 - providing pupils with sufficient opportunities to apply their learning through independent investigations
 - ensuring that planning consistently meets the needs of all pupils.

Outcomes for individuals and groups of pupils

4

Overall outcomes are inadequate because pupils' attainment is too low and does not prepare pupils adequately for the next stage of their education. Pupils' learning and progress are satisfactory but are not rapid enough to raise attainment or enable all to achieve as well as they should. Pupils' progress in English, particularly in writing, is not fast enough. For example, in Years 1 -3, pupils' application of simple punctuation and sentence structure is not secure and this limits their progress. Progress is more consistent in reading. In mathematics attainment is still low but is beginning to improve because progress is more consistent, particularly in Years 5 and 6. More-able pupils make satisfactory progress in relation to their abilities, which again is more apparent in mathematics than in English. Pupils with special educational needs and/ or disabilities make satisfactory progress through the targeted support that they receive. The school welcomes pupils who start at different times and enables them to make satisfactory progress. In the best lessons pupils are fully engaged and make good progress. In a Year 5/ 6 lesson pupils were inspired to learn and worked well with good levels of enthusiasm and independence to improve their ability to use multiplication both mentally and with a calculator. In most lessons pupils work well in pairs and small groups and maintain good levels of engagement and interest in their learning. When explanations take too long, the pace of learning slows down because pupils are not given enough opportunity to apply their learning through independent investigation. On occasion, pupils are not sure what is expected of them because their prior learning is not secure.

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Pupils have a good understanding of how to stay safe and are confident that any issues are dealt with quickly. Their behaviour is welcoming and they are polite and well-mannered. Pupils have a good understanding of the need for exercise and a healthy diet, taking advantage of 'healthy tuck' at break times. They enjoy the sports activities on offer and eagerly attend after-school sports activities. They are proud of their school and make a good contribution to the life of the school and the community. They take on a variety of responsibilities within school, such as prefects and 'buddies' and have close links with the local community, through the Darnhill Festival. Pupils demonstrate a good spiritual, moral, social and cultural awareness and have a good appreciation and respect for others' needs.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 4 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 4 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although teaching and the use of assessment are satisfactory this is not sufficient to raise attainment quickly enough. Teaching is stronger in Years 4 to 6 than in other classes. Teaching is characterised by good relationships between adults and pupils and good use of information and communication technology to model activities and stimulate pupils' interest. When teaching is good or better, pupils' interest is stimulated by challenging tasks and work that is well matched to their abilities. In a Year 5 lesson, pupils worked well in the role-play area with a teaching assistant to increase their understanding of how to describe characters. When teaching is less effective, planning does not fully take into account weaknesses in pupils' prior learning, so work is not always matched to pupils'

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abilities. More-able pupils are not always sufficiently challenged especially in English. The use of assessment to support learning is improving. For example, in lessons there are more frequent checks on pupils' understanding. Pupils understand their targets and are increasingly involved in checking how well they and other pupils are doing. The quality of marking and feedback is improving; in most classes, marking makes clear to pupils what they have done well and what they need to do next to improve their work.

The curriculum makes a satisfactory contribution to the achievement of all pupils. Since the previous inspection adjustments have been made to make the curriculum more creative and to encourage links between subjects and more imaginative approaches. Pupils now have more opportunities to apply their writing skills in all subjects and initiatives to make the teaching of writing more structured are in place, but the impact of these developments on pupils' progress is inconsistent. Reading is improving with good attention to the teaching of letters and their sounds. The 'Ice Cream Challenge' is proving effective by increasing pupils' motivation and interest in mathematics. Pupils appreciate the enrichment of learning through activities and visits linked to topics and themes, such as the visit to Eyam.

Pupils are cared for well and the school makes good provision for pupils who are vulnerable due to their circumstances. The learning mentor contributes well to meeting the needs of these pupils and this is especially beneficial for the pupils who start at different times during the school year. There are good relationships between staff and pupils and the strong ethos of care has a powerful impact on the well-being of all pupils. There are rigorous systems for improving pupils' attendance which has risen since the last inspection. Transition to other schools is organised well.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and deputy headteacher provide focused and effective leadership. They work well as a team, along with other senior leaders and the governing body, and are taking action to bring about improvements to pupils' attainment and progress. For example, changes to the use of assessment and systems for checking pupils' performance and the quality of teaching are more rigorous and driving improvement, although the impact on writing has not been fast enough. Effective management of mathematics has started to accelerate progress but there is still some way to go to ensure the same effectiveness in the management of English. The effects that initiatives have had on pupils' progress have not been checked properly and, as a result, improvement in writing is too slow. The governing body provides satisfactory management. Governors are

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supportive and starting to become involved in school self-evaluation through the work of the curriculum committee. This is enabling them to hold the school more to account for attainment and progress. The school promotes equal opportunities satisfactorily. The focus now is on improving assessment to ensure all pupils make as much progress as possible. Arrangements for safeguarding meet all current requirements. The school promotes community cohesion satisfactorily. It is a harmonious community with good links in the local community. Plans to promote pupils' understanding beyond the immediate locality are at an early stage of development.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 4 |

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is good. There are good links with parents and carers who are happy with the setting and appreciate the 'Stay and Play' sessions. Effective leadership of a strong and cohesive team, together with secure knowledge and understanding of the needs of children, ensure that their needs are met well in a safe and secure learning environment. Children have happy relationships with adults, resulting in good behaviour and children who are considerate towards others and mindful of their safety.

Thorough assessment of children's learning and detailed planning ensure a good balance between adult-led and child-initiated activities in all areas of learning, both indoors and outdoors. There is an increased emphasis on providing children with opportunities to develop their writing skills. Children are motivated by activities such as 'learning ladybird' which give them clear goals to aim for and reward their achievement. They settle quickly and happily and are independent in the choices they make. Children play and learn well with each other, for example, when a group of boys played a board game independently taking turns and showing good levels of responsibility when tidying away. Progress is good

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across all areas of learning although outcomes are below average and well below average in writing.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Most parents and carers are very happy with their children's experiences at school, feeling that their children enjoy school and that the school keeps their children safe. Inspectors' findings on the quality of teaching and pupils' progress differ from those expressed by parents and carers. Inspectors judged that the quality of teaching is satisfactory but that pupils' attainment requires significant improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Margaret's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 34 | 76 | 11 | 24 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 41 | 91 | 3 | 7 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 30 | 67 | 14 | 31 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 24 | 53 | 18 | 40 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 31 | 69 | 13 | 29 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 27 | 60 | 18 | 40 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 24 | 53 | 21 | 47 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23 | 51 | 19 | 42 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 23 | 51 | 20 | 44 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 25 | 56 | 17 | 38 | 2 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 19 | 42 | 25 | 56 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 32 | 71 | 13 | 29 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 37 | 82 | 8 | 18 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 January 2011

Dear Pupils

Inspection of St Margaret's Church of England Primary School, Heywood, OL10 3RD

Thank you for being so polite and friendly when we inspected the school recently. We enjoyed talking to many of you and know that you like your school and enjoy being there. Your school does several things well. We were impressed by your good behaviour and by your good relationships with each other. Your school takes good care of you so that you feel safe. Many of you told us that you enjoy your lessons and find your learning fun and interesting. Children in the Reception class make good progress.

Despite doing several things well, there are some very important things that your school does not yet do well enough. For this reason, your school has been given a 'notice to improve'. This means that inspectors will visit again in the next year to make sure that the necessary improvements have been made. The standards you reach are lower than they should be. We saw that you make satisfactory progress in your learning but it is not fast enough, particularly in writing. Teaching is good in some classes but not in every class. Leaders and managers have introduced many changes that are helping your school to improve but this is not yet effective in English. We are asking the school to improve your progress in writing, improve teaching to be good in every class and make sure that your progress in English is checked carefully.

Having seen your positive attitudes in lessons, we are confident that you will all work hard to make the improvements needed and help your school to be successful.

Yours sincerely

Mr Brian Holmes

Lead inspector

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