

# St Margaret's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120200
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358717
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Carol Worthington

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Nelson
<b>Headteacher</b>	Julie Wright
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	High Street Stoke Golding, Nuneaton CV13 6HE
<b>Telephone number</b>	01455 212393
<b>Fax number</b>	01455 212393
<b>Email address</b>	admin@st-margarets.leics.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons led by seven different teachers. Meetings were held with the headteacher, deputy headteacher, middle leaders, and the Chair of the Governing Body. Discussions were held with three large groups of Key Stage 2 pupils. Many other pupils were also spoken to around the school. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 110 parents' and carers' questionnaire returns and those completed by 21 members of staff and 115 Key Stage 2 pupils.

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

- Inspectors looked closely at the school's assessment and progress records to see if improvements over the last two years are being sustained and that both boys and girls are making equally good progress, particularly in Key Stage 1.
- They investigated progress, assessment and leadership and management in the Early Years Foundation Stage.
- They investigated the strengths identified by the school in pupils' personal development.
- They considered how successfully the school widens its pupils' understanding of the variety of cultures present in modern Britain.
- They also spent much time responding to issues arising from the questionnaire responses of parents and carers.

## Information about the school

This average sized primary school is in a rural setting, but about a third of the pupils come from further afield. Almost all pupils are of White British origin, with very few from other ethnic groups. All pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than in most schools. Most of these pupils have specific or moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The headteacher has recently returned from maternity leave (April 2010 to January 2011), during which time the school had been jointly led by the deputy headteacher and a headteacher from a nearby primary school.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Margaret's Church of England Primary School is a good school which has improved significantly from the satisfactory grading at its previous inspection. This is because the headteacher's vision of excellence and ambition for success has been effectively communicated to all staff, who work together as a highly committed, cohesive team. Systems put in by the headteacher as a result of her highly accurate monitoring and evaluation are thoroughly embedded in the school. This has enabled them to be effectively maintained and built upon during her recent absence.

Since the previous inspection, teaching and learning have improved from satisfactory to good and pupils' progress has improved similarly. The curriculum now takes pupils' preferred learning styles into account and develops their literacy, numeracy and computer skills through exciting themes. A robust system for assessing and tracking pupils' progress is now used well throughout the school as an effective tool to raise attainment. These changes reflect the school's good capacity for further improvement.

Attainment in Key Stage 2 has risen rapidly, and for the past two years it has been significantly above average in national tests in English, mathematics and science. Current attainment is at a similarly high level. Attainment in Key Stage 1, however, fell to below average in reading and writing in 2010. This was due to boys' attainment falling to well below that of girls. This has been successfully tackled by changes in the way literacy development is planned in the Early Years Foundation Stage, and by better identification of, and support for, boys' specific learning needs. Both boys and girls are now making good progress in both key stages in reading, writing and mathematics.

Children enter the school with skills and knowledge close to the levels expected for their age in most respects, but with limited literacy skills. The new strategies have been, and remain, very successful in improving early language and literacy skills, and children in the current Reception Year are making equally good progress across all the areas of learning.

Creative writing is a particular strength throughout the school. From an early age, pupils develop a wide vocabulary and learn to use imagery to make their writing exciting and appealing to the reader. High quality work such as Year 6 'Christmas Boxes' is beautifully presented on a word-processor. Handwritten work, however, is sometimes marred by poor presentation and some inaccurate spelling because of inconsistent staff expectations. Pupils with special educational needs and/or disabilities make good progress in writing, reading and mathematics throughout the school, as do the very small number of pupils from minority ethnic groups. All pupils are well prepared to go on to the next stage of their education.

Pupils develop as confident young people who know how to live safe and healthy lives. They know they always have someone to talk to if they are worried, and say that bullying

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is very rare and quickly dealt with. Some parental concerns about bullying and the school's handling of unacceptable behaviour were investigated in detail but not substantiated by inspection findings. Attendance is well above average, because of the school's firm line on term-time holidays. Pupils say they enjoy learning, and it is obvious that they do from the pride they take in their achievements. Behaviour is excellent. The school's strong ethos fosters pupils' good spiritual, moral, social and cultural development, but their study of different religions does not give them sufficient understanding of the wide range of cultures present in modern Britain.

## **What does the school need to do to improve further?**

- Provide pupils with first-hand knowledge and experience of the wide range of cultures present in modern Britain.
  - Improve pupils' handwriting and the presentation of their work by:
    - identifying and developing an agreed standard for handwriting throughout the school
    - making sure that all pupils aim to write neatly in pen by the end of Year 4
    - rigorously promoting the learning of spellings and correcting mistakes.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils achieve well and make good progress throughout the school because of good teaching in all key areas of the curriculum. Year 6 pupils used very rich language to describe smells, sights and sounds when writing a diary describing the feelings of children experiencing the London Blitz. Year 2 pupils showed good progress in learning the principles of scientific enquiry, and were able to describe clearly how they had carried out fair tests when comparing how far their toy cars travelled down different ramps. A small group of pupils with special educational needs had great fun and made good progress in learning about place value during a short mathematics session involving a 'bingo' game. Just occasionally, the presentation of pupils' handwritten work does not match the level of the content.

Pupils have many opportunities to take on some responsibility in the school and in their classes from an early age. As they grow older, they make an increasingly valuable contribution to the school community. All Year 6 pupils have a wide variety of lunchtime monitoring jobs, including assisting Reception children with their outdoor clothing and helping in the dining hall. Pupils from Years 5 and 6 responsibly supervise 'huff and puff' at playtimes. The eco council is very influential in energy saving matters. The school council makes good suggestions about improvements to learning and playtimes. Pupils show their concern for others through a wide range of charitable giving to local community projects and some national and international ones, such as 'Red Nose Day'.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers know their pupils well and understand the ways they learn best. They make learning fun by making very good use of interactive whiteboards to extend learning through simulations and video clips, for example, to set the ghostly scene for re-telling the story of the 'Highwayman' poem. Teachers make good use of practical role play. For example, they assigned the roles of bees and flowers to pupils, who enjoy learning about the pollination of daffodils in this way. Assessment information is used effectively to plan for the wide range of abilities, and this is currently being extended to meet the needs of gifted and talented pupils in all classes. In Year 6, the needs of all pupils are met extremely well and progress in lessons is often outstanding. Pupils have a very clear understanding of how well they are doing because self-evaluation charts are promptly checked by the teacher. Self-evaluation techniques are being developed in all classes. Teaching assistants are well qualified and play an important role in extending the learning of pupils of all abilities, by supporting groups in class, and also through effective small withdrawal groups such as 'mind gym'.

The creative theme-based curriculum motivates pupils to learn. Younger pupils particularly enjoy describing cartoon characters and writing reports in the role of policemen. Older pupils have good range of opportunities to practise different types of writing, but the school has not established clear and consistent expectations for the quality and presentation of pupils' handwriting in different age groups. Numeracy and information and

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communication technology skills develop well. The school has fewer computers than many of its size, but uses them effectively. Creative arts, including music, are strong in the school. The curriculum is extended by well-attended clubs and visits, including a residential stay in Wales.

The school has well-organised arrangements for the care of all pupils which result in their good personal development and well-being. The school works consistently well with outside agencies to help all pupils who need to overcome barriers to their learning, including those with special educational needs and/or disabilities. There is good support for pupils and their families who find themselves in vulnerable circumstances. Good advice is given to pupils and their families when they enter or leave school, and this is extended to transition between Reception and Year 1, and Year 2 and Year 3.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

All leaders and managers have high expectations which they constantly communicate to staff. Rigorous monitoring and evaluation of teaching and learning have resulted in good improvement and consistency throughout the school. Challenging targets for pupils' attainment are regularly met and increasingly exceeded. The governing body makes a good contribution to the school's drive for improvement. It ensures that all statutory requirements are met, holds the school to account effectively and is influential in deciding priorities for development.

The school's procedures for safeguarding are good. It adopts recommended good practice and recognises the need to take the dangers of developing technologies, such as the internet, into account. All staff are regularly and effectively trained in child protection issues. There are well-developed quality assurance and risk assessment procedures. The school provides equality of opportunity for all its pupils. Through its provision of extra staff to guide small group teaching in and out of classes, it ensures that virtually all pupils can make good progress and become successful learners. Gaps in learning between different groups are minimal because of the success of the school's strategies.

The school has analysed its religious, ethnic and socio-economic context and used this to promote community cohesion strongly within the school and in its outreach into the local community, particularly through links with the church and parish. It has strong and beneficial partnerships with local schools and agencies to support pupils' learning and well-being, but these are mostly communities similar to its own. Pupils have some developing links with schools and communities abroad. They gain understanding of some different faiths and their customs through the religious education curriculum, but do not get

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sufficient opportunities to engage with other people to improve their understanding of the wide range of cultures in modern Britain.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in developing their key communication, language and literacy skills because of the consistently good teaching of these skills and the many opportunities they have to practise speaking and learning letters and sounds. They discuss ideas with their 'carpet buddies' and write frequently used words from pictures on cards. They love placing their farm animals in response to 'talking postcards', learning position words as they do so. Children are good at counting and solving simple sums. They enjoy using the computers and are proud of their pictures showing sun and moon to illustrate the time of day.

Progress in adult-led activities is consistently good and sometimes excellent, as in a physical education session reinforcing learning about day and night. A good variety of child-initiated learning opportunities span all the areas of learning, but learning intentions are occasionally not clear enough to develop these fully for all higher attaining children. Good progress in personal, social and emotional development ensures that the foundations are soon laid for the excellent behaviour in Key Stages 1 and 2. Children behave well, play amicably with each other and enjoy learning together.

The learning environment is well equipped. Although the outdoor area is small, good use is made of it to promote learning. Good leadership ensures planning is thorough and assessment is used effectively to match adult-led activities to the range of children's abilities and needs. Improvements in provision and children's achievement have been brought about as a result of the new leader's sharply focused development planning. The



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safety and care of all children have a very high profile. Good relationships with parents and carers extend learning into children's homes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There was a much larger than average return of completed questionnaires. Most parents and carers who responded expressed entirely positive views about the school. These included comments praising the school and its staff for the quality of education and care provided. For example: 'We are delighted with our child's progress, educationally, socially and physically;' 'an excellent teaching team and support staff who are always happy to talk;' 'professional teaching staff take issues of unacceptable behaviour seriously.'

A small minority of parents and carers, however, voiced some concerns, particularly about bullying, the way the school deals with unacceptable behaviour and the validity of some pupil questionnaires. Inspectors took these complaints very seriously and investigated them thoroughly by examining detailed school behaviour records; holding confidential formal discussions with pupils; closely scrutinising all pupil questionnaires; and observing behaviour in lessons, around the school and at random times during playtimes.

At no times did inspectors see anything other than excellent behaviour. Incidences of unacceptable behaviour in the past had been dealt with in an entirely appropriate way, including complete confidentiality. Pupils themselves said that bullying was very rare and quickly dealt with by teachers or support staff; they said lessons learnt during the school's 'anti-bullying' week had been very useful. A few boys admitted they sometimes indulged in 'play fighting', but were 'good friends really'. Some said they sometimes 'rushed about to let off steam' at playtime. This was observed, but it was not unusual for the age of the children and play was managed by the older pupils, who behaved very responsibly. All children reported that adults had read the questionnaires to them to make sure they understood, and had been told to tick the boxes honestly, with their own judgements. There were no obvious alterations.

## 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	48	53	48	2	2	2	2
The school keeps my child safe	58	53	48	44	3	3	0	0
My school informs me about my child's progress	32	29	67	61	9	8	1	1
My child is making enough progress at this school	35	32	58	53	11	10	4	4
The teaching is good at this school	45	41	52	47	3	3	1	1
The school helps me to support my child's learning	30	27	66	60	8	7	1	1
The school helps my child to have a healthy lifestyle	33	30	66	60	10	9	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)	36	33	58	53	7	6	5	5
The school meets my child's particular needs	36	33	57	52	9	8	7	6
The school deals effectively with unacceptable behaviour	16	15	69	63	17	15	5	5
The school takes account of my suggestions and concerns	27	25	65	59	8	7	8	7
The school is led and managed effectively	32	29	60	55	10	9	3	3
Overall, I am happy with my child's experience at this school	41	37	56	51	10	9	2	2

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



31 January 2011

Dear Pupils

**Inspection of St Margaret's Church of England Primary School, Nuneaton, CV13 6HE**

Thank you very much for being so friendly, polite and helpful to my colleagues and me during our visit, which we really enjoyed. We found yours to be a good school, and here are some of the reasons.

Your headteacher and the governing body run the school well. Teaching is good, so you enjoy your lessons and work hard. You do well in English and mathematics and enjoy doing practical and creative things. You like using word processors to present your work neatly, but sometimes your very good written work is spoilt by your less good handwriting and spelling. Many of you are very talented artists and musicians. You told us you enjoy school and this is shown by your regular attendance. We found your behaviour and attitudes to learning to be excellent.

All the adults take good care of you and, in turn, you take care of each other at playtime and are helpful in assemblies and at lunchtime. You told us you can always talk to someone if you have problems. You have a good understanding of how to keep safe and healthy. Many of you are very keen on the sports and other clubs. Your school council and eco council do a lot of good work to improve playtime and the environment.

You have good links with the church and village community, but don't learn enough about people from different communities who live in Great Britain. All the adults in your school want it to be even better, so I have asked them to:

- make sure you improve your handwriting and spelling
- find ways of giving you more contact with people from a wider range of different cultures who live in Britain and the wider world.

You can help by always doing your best to succeed.

Yours sincerely

Carol Worthington

Lead inspector

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