

# St Margaret's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	105323
<b>Local Authority</b>	Bury
<b>Inspection number</b>	336475
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Geoffrey Yates

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gail Prosser
<b>Headteacher</b>	Mrs Kathryn Perry
<b>Date of previous school inspection</b>	27 March 2007
<b>School address</b>	Heywood Road Prestwich Manchester M25 2BW
<b>Telephone number</b>	0161 773 1432
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons taught by nine different staff. They also held meetings with the Chair of the Governing Body and another governor, staff and pupils. They observed the school's work, and looked at pupils' written work, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from pupils, staff and from 98 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress through the school, particularly in developing their writing skills
- how consistent and effective the teaching is especially in relation to the use of assessment information
- the impact of improvements made to the Early Years Foundation Stage since the previous inspection
- whether outcomes of the school's provision for pupils' personal development are of a good or better quality.

## Information about the school

This is an average-sized primary school. The pupils are predominantly White British and almost all speak English as their first language. The proportion of pupils entitled to free school meals is below that in most schools. The proportion of pupils with special educational needs and/or disabilities is below average. Of these, the majority have moderate learning difficulties. The school has achieved many awards including the Healthy Eating award. There is before- and after-school provision for pupils on site that is not managed by the school and will be the subject of a separate 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?**

**2**

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

**2**

### Main findings

This is a good school. It gives its pupils an abundance of valuable learning experiences and cares for them well. The pupils' good attitudes to work, good basic skills, above average attendance and good teamwork, give them the skills necessary for a successful future. Most parents are highly supportive of the school. Pupils get off to a good start in the much improved Early Years Foundation Stage and exceed national expectations in all areas of learning on entry to Year 1. Pupils make good progress in the rest of the school so that by the time they leave, they attain above average standards at both the expected levels and at the higher levels in English and mathematics. Inspection evidence shows that pupils now attain above average standards in writing after a period of some variation in standards. The development of writing remains a priority in order to embed this continuous improvement. Pupils with special educational needs and/or disabilities are well supported and involved fully in all aspects of school life.

Pupils gain well in all areas of their personal development and this is reflected in the good array of awards gained by the school. Pupils respond well to the mostly good teaching and the wide variety of learning opportunities provided by the good curriculum. As one pupil commented, 'Teachers make lessons interesting'. However, in some classes there are not enough opportunities for pupils to develop their writing skills in subjects across the curriculum. There are good examples of teachers using assessment very well. They convey extremely clear expectations of what they want pupils to achieve and provide very helpful marking. These strengths are not always evident. The analysis of assessment data is rigorous and identifies any underperformance, but the use of individual targets for improvement does not consistently make sure all pupils have a good knowledge of what exactly they need to do to improve.

The school is well led and managed by the headteacher and senior staff. Accurate self-assessment, the good improvements made in the Early Years Foundation Stage, the improving outcomes in writing, together with the strength of the current leadership team, demonstrate the school's good capacity for sustained improvement.

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

- Increase even further the proportion of teaching that is good or better by:
  - – ensuring teachers' marking consistently provides pupils with clear guidance on how to do better
  - – implementing the use of individual pupil's' learning targets more consistently so that pupils have a clearer idea of how to achieve them.
- Build on the good steps taken to improve standards in writing by ensuring pupils

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have regular and challenging opportunities in all classes to use and develop their writing skills in subjects across the curriculum.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well, have good attitudes and enjoy their learning. They have a good commitment to the tasks in hand and work at a good pace. They work well with a partner or in a group, listen carefully to teachers' instructions, behave well and are keen to make a positive response. Pupils talk with great enthusiasm about the work they do in school, but are less confident when asked about what targets they have in order to help them improve further. All groups of pupils make good progress including those with special educational needs and/or disabilities and the small number of pupils who speak English as an additional language. The school constantly evaluates the impact of all additional support provided to ensure that it remains effective. Standards of attainment in writing have fluctuated slightly over the past three years but overall standards in English and mathematics are above average. Work seen in lessons and the school's own assessments, confirm that pupils' attainment in Year 6 is above average in English and mathematics, with higher attainers achieving well. The school's recent focus on developing writing skills has been successful, with standards of attainment also rising in Year 2. The school recognises the need to maintain this momentum. Pupils' topic books offer some examples of good quality creative writing but this is not consistent across the school.

The school's positive ethos leads to a strong sense of inclusiveness, commitment to the school community and consideration for others. Pupils develop strong team-working skills when sharing resources and are enthusiastic in celebrating each other's achievements. For example, pupils are keen to 'win' the 'golden coat hanger award' for the tidiest classroom. Pupils mix well together and are both tolerant and respectful, for example of each other's ethnic heritage. Pupils are very keen to take on roles and responsibilities so there are few aspects of school life where they do not play an active part. For example, they help in the school garden, and serve on the school council. The pupils feel safe and very well cared for at school. They have great confidence that the staff will help them if they have any difficulties. Pupils have a good understanding of how to lead healthy lives and are keen to participate in the school's extensive sports activities.

*These are the grades for pupils' outcomes*

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<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.

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<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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall across the school. Consistently good use of behaviour management strategies generates a positive environment for learning. Good use is made of visiting specialist teachers. Teaching assistants are effectively deployed to support learners, particularly those with additional learning needs. Many lessons include stimulating tasks, such as pupils combining their information and technology skills with their writing skills to produce radio plays which engage and motivate learners well. Where teaching is less successful, too little is expected of pupils in thinking for themselves about how to move their work forward and they depend too much on the staff. While there are examples of teachers involving pupils in setting their individual targets, most pupils are not clear about their precise learning targets. Consequently, the contribution of learning targets to the pupils' learning is inconsistent. Teachers' marking of pupils' work is generally constructive in helping pupils know how to improve their work, but this is not consistent in every class.

Good provision for personal, social, health and citizenship education, the wide range of visits and visitors and extensive extra-curricular provision all impact strongly on pupils' good personal development. Themed days, such as the conserve energy awareness day are enjoyed greatly by pupils. Inspectors enjoyed sampling the organic strawberries cultivated by pupils in the school's own garden area. While the curriculum overall is good, there is a lack of provision in some classes for pupils to use and develop their writing skills in subjects across the curriculum. Care, guidance and support are good throughout the school. A parent told inspectors: 'this school meets all my child's personal needs incredibly well.' Pupils whose circumstances have made them vulnerable

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and their families are well supported. There are good systems in place to promote good attendance. Pupils with special educational needs and/or disabilities are fully included in the life of the school and this contributes to the strong school ethos.

*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?**

The headteacher and senior leadership team have worked tirelessly in ensuring the school continues to provide a good standard of education and a variety of valuable learning experiences for all pupils. There has been good and effective strategies put in place to improve pupils' progress. For example, the previous inspection evaluated pupils' progress to be satisfactory in the Early Years Foundation Stage but it is now good. Effective systems ensure that the school runs smoothly, supported by challenging targets for improvement. Middle managers, such as subject leaders, are effective practitioners. They have a good understanding of their roles in promoting continuous improvement. Links with parents and carers are good.

The governing body is led well by the Chairperson who keeps all governors fully informed, including sending out a regular governors' newsletter, about all aspects of school life. Governors understand the school's strengths well and have a good involvement in shaping its future direction. There are good procedures for safeguarding pupils. A very high priority is given to their safety and well-being on the premises and in the grounds as shown by further planned improvements that are about to be made. Roles and responsibilities in relation to safeguarding are clearly defined and unambiguous. Equality of opportunity is promoted well, for example by ensuring that provision meets the learning needs of all. The school promotes community cohesion soundly. While there is strong engagement with local issues, pupils have fewer opportunities to engage with the diverse cultures which characterise contemporary Great Britain. However, there is a clear plan of action in place to improve this aspect of community cohesion. The school's close and active links with outside agencies, such as a local high school, provide good opportunities for pupils to enrich their learning and well-being.

*These are the grades for leadership and management*

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<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

Very good progress has been made since the previous inspection in improving children's progress from satisfactory to good. This is because of good quality teaching and effective leadership and management. Children are cared for well and really enjoy the exciting range of learning experiences. The staff team works closely together, for example, to assess children's learning and this information is used well to inform planning. Children enter school with skills and knowledge typical of children of this age. They settle quickly and become confident learners. This is a direct result of good quality teaching including that provided by the teachers and teaching assistants. Children's more formal learning is well planned and purposeful and they have appropriate opportunities to follow their interests in self-chosen activities, which they set about with enthusiasm. For example, learning was clearly fun for those children involved in buying and selling garden items in the outside shop. The inspector was 'persuaded' to buy a toy garden fork but was told he could not keep it because he had no money to buy it! Occasionally, staff are not totally clear as to what they want children to get out of the activities children have chosen. During the inspection members of staff provided children with very good opportunities to extend their knowledge of linking sounds and letters in short, sharp and very well planned direct teaching sessions. By the time children enter Year 1 many children exceed what is expected nationally of them in all areas of learning. Children's outstanding behaviour and very good relationships with others are major features of their well developed social skills. Good use is made of the outside area to promote learning. There are good links with parents, enabling them to support their children's learning well at home.



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*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 good response to the questionnaire, almost all parents and carers are very pleased with the school. Most written comments were positive, for example, 'a really caring school'. Typically, parents and carers appreciate the commitment of the staff, the good curriculum and the care their children receive. The few less affirmative comments, raised by a small number of parents, included concerns about too much homework and the quality of information about what pupils are doing in school. The team considered all points carefully. The school is familiar with the issues raised and is committed to improving matters where it can. Overall, the consensus suggests that this is a caring school where pupils are well supported. Inspection findings firmly endorse parents and carers' positive views.

### 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	69	28	29	2	2	0	0
The school keeps my child safe	68	69	30	31	0	0	0	0
The school informs me about my child's progress	37	38	55	56	5	5	0	0
My child is making enough progress at this school	44	45	45	46	8	8	0	0
The teaching is good at this school	54	55	42	43	0	0	0	0
The school helps me to support my child's learning	39	40	49	50	8	8	1	1
The school helps my child to have a healthy lifestyle	45	46	51	52	1	1	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)	55	56	40	41	0	0	0	0
The school meets my child's particular needs	48	49	47	48	2	2	0	0
The school deals effectively with unacceptable behaviour	39	40	50	51	5	5	0	0
The school takes account of my suggestions and concerns	32	33	56	57	3	3	0	0
The school is led and managed effectively	61	62	35	36	1	1	0	0
Overall, I am happy with my child's experience at this school	61	62	36	37	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



4 July 2010

Dear Pupils

Inspection of St Margaret's Church of England Primary School, Bury, M25 2BW

What a very friendly welcome you all gave us when we inspected your school recently. We really enjoyed our time with you and joining you in lessons. We are pleased to tell you that we agree with what you and your headteacher told us that your school provides a good standard of education. The pupils we met to listen to their views about school were excellent ambassadors for the school. We are pleased to tell you that the school-grown organic strawberries you kindly allowed us to taste were the best we have ever had!

We agree with you that all the adults working in your school make lessons interesting and that if you need help you get it. You make good progress in your work and attain standards that are good for your age. You work very hard in lessons and behave outstandingly well; you are very polite. You told us that you feel safe in school and that if problems occur an adult will sort it out quickly when you tell them about it. Staff take good care of you. The school council is busy on your behalf and does a good job. I have asked your school to make sure it provides plenty of challenging opportunities for you to use writing skills in subjects such as history and geography. I have also asked that the teaching becomes even better especially by involving you more in planning targets to help you improve your work.

I hope you keep on working hard so you can continue to play a big part in ensuring that your school continues to improve.

Yours sincerely

Mr Geoffrey Yates – on behalf of my team

Lead inspector

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