

St Margaret's Catholic Primary School

Inspection report

Unique Reference Number	112911
Local Authority	Derbyshire
Inspection number	338047
Inspection dates	11–12 November 2009
Reporting inspector	John Horwood

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mr Andrew Cartwright
Headteacher	Mrs Cathy Quinn
Date of previous school inspection	1 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documents including pupils' work, school policies, progress records, minutes of meetings and 19 parent questionnaire responses.

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

- The current quality of learning and progress
- The impact of the new leadership team on school improvement
- The effectiveness of information and communication technology (ICT) provision
- The effectiveness of the Early Years Foundation Stage.

Information about the school

This is a small primary school where almost all pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is lower than average. The school has a below average percentage of pupils who have special needs and/or disabilities. A very few pupils have statements of special educational needs. A subject survey inspection in November 2008 found the overall effectiveness of ICT to be inadequate. The current headteacher has been in post since Easter 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school is improving following a difficult period during which staff and leadership changes took place. In a short time the headteacher has made appropriate changes in organisation to motivate both staff and pupils and to ensure secure progress data is recorded. Pupils are happy, staff work well as a team to support them and parents are generally very satisfied. Leadership and management are satisfactory overall and significant strengths are shown by the leadership team in their caring and determined approach to provide the best for all pupils. Leaders have ensured that safeguarding requirements are met and that satisfactory partnerships are in place to promote learning and support the well-being of pupils. All levels of management are fully involved in self-evaluation and this results in them being very aware of the strengths within the school and what still needs to be done. The school is a cohesive society which works well with the local community to extend pupils' understanding of issues within society. The headteacher understands the community well and is actively trying to develop links with the national and global communities to extend pupils' understanding. Whilst the leadership team has made a good initial impact on improvement, the capacity for sustained improvement is judged satisfactory because there has been insufficient time for the actions to have impacted on outcomes.

Children enter the Early Years Foundation Stage with skills that are below those expected for their age and they make satisfactory progress throughout the school to attain broadly average standards at the end of Year 6. There are no significant variations in the performance of any group of pupils, including those with special educational needs and/or disabilities. Whilst there have been variations in the results between subjects these are not consistent and have been shown to be specific to a single year group where small numbers affect the overall performance significantly. There has been satisfactory improvement in the provision for ICT since the subject survey and pupils make similar progress to that in other subjects. The school is working effectively with the local authority to improve the reliability of assessment of pupils' work in ICT. Within the curriculum, the use of ICT to support learning in other subjects is not sufficiently developed. Teaching is satisfactory overall and there is some good practice such as in a science lesson where pupils were excited and fully engaged in measurement experiments. In some other lessons the pace and challenge for pupils is not maintained for the entire lesson and the rate of learning falls.

The curriculum contributes to pupils' understanding of other cultures but more still needs to be done to give them more direct contact with other communities. Behaviour, which had been a concern in the past, is good as a result of improved procedures within the school.

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What does the school need to do to improve further?

- Raise standards throughout the school by
 - increasing the proportion of teaching which is good or better through consistent pace and challenge
 - ensuring ICT is used consistently throughout the curriculum to support learning.
 - Improve the opportunities to extend pupils' cultural development by increasing links with communities beyond the immediate locality.
 - Ensure better assessment of pupils' ICT work.
 - Improve the effective use of the outdoor area in the Early Years Foundation Stage by linking the learning there to that carried out in the classroom.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily in the classroom and say they enjoy their learning in all subjects. All pupils make similar progress in lessons as a result of help from the teacher and the teaching assistants. Test data over recent years shows that there has been no significant variation between groups of pupils or between subjects. The school's tracking data shows that all year groups are making similar progress over time. The attainment at the end of Year 6 is broadly average. All pupils are satisfactorily prepared for their future well being because of their satisfactory understanding of key skills including ICT. Pupils' behaviour is good both in and out of lessons. They say bullying is rare but well dealt with. Exclusions are also rare as a result of the effective policies to encourage good behaviour. The school has successfully raised attendance levels to near the national average by working with parents and external agencies.

The school is a harmonious community where pupils benefit from very good relationships with adults and each other. There are, however, limited opportunities to experience the diverse society beyond the local community. Curriculum content provides an insight for them and leaders are developing partnerships to provide more national and global links. The cultural development of pupils is a relative weakness within their good overall spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Joint observations between the inspectors and the headteacher show that she accurately judges the quality of teaching to be satisfactory overall. There are good features of teaching such as teachers' subject knowledge, behaviour management and the good relationships with pupils. Teachers use assessment well to plan the difference in activities for groups of pupils but do not always ensure that it is sufficiently challenging. Good lessons seen were both challenging and maintained a good pace throughout. Teaching assistants provide good support and are used effectively in most classes.

The curriculum provides pupils with a satisfactory grounding in subjects and is planned to motivate pupils. There is a good focus on encouraging healthy lifestyles with specialist sports coaches used to support physical education provision. All pupils learn a modern foreign language and vulnerable pupils are given support through the 'Positive Play' programme. Pupils say they enjoy a good range of clubs and activities which are well supported. The use of ICT across the curriculum is at a relatively early stage of development.

Good arrangements are in place to guide and support pupils in their personal development and their learning. Appropriate support is given to those who need extra help, including those with special educational needs and/or disabilities. Whilst there are very few pupils at an early stage of learning English as an additional language the teachers have good skills to support them. Good procedures are in place to encourage good behaviour and improved attendance. Pupils say they are given good information about their secondary school and feel confident about the move.

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

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 has an accurate view of provision in the school. The leadership team monitor and evaluate all aspects of the school's provision and outcomes. They are well supported in their vision by all staff. Their impact on raising standards is limited at present because of the short time since the leadership team was formed. They have, however, produced a school development plan which is focussed clearly on raising standards and responding to the actions from the ICT subject survey. The monitoring of this shows progress is being made. The school's work to promote equal opportunities is demonstrated by there being no significant under achievement by any groups of pupils. Governors provide satisfactory support and challenge. They understand what needs to be done in the school and benefit from comprehensive reports from the headteacher. They have a range of skills and have reorganised their committees to be more appropriate to the school.

Senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. They have contributed successfully to improved cohesiveness in the local area including encouraging more parents to be actively involved in the school. The plans to develop national and global links are at an early stage.

Safeguarding procedures are securely in place. All the required checks on adults who work in school have been made and recorded. Routine health and safety checks have been carried out.

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

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	
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	3

Early Years Foundation Stage

Under the current leadership team the class arrangements have been changed to provide an Early Years Foundation Stage unit. The recently appointed coordinator has made a good start to developing this provision and has ensured that good relationships exist with staff, parents and children. Progress, which is regularly monitored, is satisfactory as a result of satisfactory teaching. There is some good teaching, for example through the stimulating approach to teaching phonics. Children benefit from a good range of resources but the outside area cannot be used in poor weather because of lack of cover. The learning experiences in the classroom are not always linked to those experienced outdoors to re-enforce the learning. They provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed and child initiated activities. Staff make careful observations of children's progress reporting on these to the headteacher who has a clear overview of performance. Assessment information is used well to modify plans to meet individual needs. There is an increasing use of external agencies, including the local authority, to support children with special educational needs and/or disabilities which is already having an impact on raising standards. Behaviour is good. All groups of children play and learn well together in a safe and caring environment. Staff know the children well and are aware of any specific needs. One parent commented that her son who has special needs has been treated with care, respect and equality in the Nursery/Reception class. There are sufficient adults to ensure safety and all welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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

Parents are generally very happy with the school. A Year 5 parent commented that they had been very impressed with their son's improvement from the moment he joined and that they would recommend the school to anyone. A small minority of parents are concerned about the way the school deals with poor behaviour and also that the school does not always listen to their suggestions or concerns. A very few written comments were also made about behaviour. Investigation shows that the school has successfully improved systems to promote good behaviour and to involve all parents through consultation.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Margaret's Catholic 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	68	5	26	1	5	0	0
The school keeps my child safe	12	63	7	37	0	0	0	0
The school informs me about my child's progress	10	53	8	42	1	5	0	0
My child is making enough progress at this school	12	63	7	37	0	0	0	0
The teaching is good at this school	10	53	8	42	0	0	0	0
The school helps me to support my child's learning	9	47	10	53	0	0	0	0
The school helps my child to have a healthy lifestyle	10	53	9	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)	10	53	9	47	0	0	0	0
The school meets my child's particular needs	12	63	7	37	0	0	0	0
The school deals effectively with unacceptable behaviour	6	32	8	42	3	16	0	0
The school takes account of my suggestions and concerns	9	47	6	32	4	21	0	0
The school is led and managed effectively	10	53	9	47	0	0	0	0
Overall, I am happy with my child's experience at this school	11	58	7	37	1	5	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ 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 pupil's 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.



13 November 2009

Dear Pupils

Inspection of St Margaret's Catholic Primary School, Glossop, SK13 6JH

We really enjoyed visiting your school and seeing you learning and playing together. Your school is an improving school which is giving you a satisfactory education. There are many good things about your school and these are a few of them:

- you behave well and enjoy school
- you get on well with your teachers and with each other
- you have a good understanding of how to keep safe, fit and healthy
- all the staff look after you and care for you well
- teachers make sure that you all make the same progress in lessons
- those adults who manage and run your school are working hard to help you improve your skills even more.

There are a few things we have asked the school to do to make it better. They are:

- make sure the pace and challenge in all lessons is good
- plan more use of ICT in all subjects to help you learn more
- mark you work accurately in ICT so that you know how well you are doing
- improve the opportunities you have to find out more about other communities around the world
- in the Nursery and Reception class link the learning in the outside area to that carried out in the classroom.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead inspector

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