

St Margaret's Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	107990
Local Authority	Leeds
Inspection number	336997
Inspection dates	12–13 November 2009
Reporting inspector	Andrew Swallow

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair	Mr Brian Griffiths
Headteacher	Mr Alan Willey
Date of previous school inspection	0 January 2007
School address	Town Street Horsforth Leeds LS18 5BL
Telephone number	0113 3862520
Fax number	0113 2819419
Email address	willeyam01@leedslearning.net

Age group	4–11
Inspection dates	12–13 November 2009
Inspection number	336997

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school improvement plans, safeguarding documents, arrangements to check pupils' progress, the work pupils were doing in their books and the questionnaires completed by pupils and staff, along with 169 questionnaires returned by parents and carers.

- the extent to which high quality teaching was sustaining high attainment and at least good achievement throughout the school
- pupils' personal development, especially attendance
- how effectively the school promoted community cohesion
- the effectiveness of the school's safeguarding arrangements
- the challenge that governors bring to the school's work.

Information about the school

This is an above average sized primary school. It admits children to the Reception class at the start of the year that they reach age five. Most children are from a White British background, although an increasing proportion comes from minority ethnic groups. A very small number is learning English as an additional language. The number of children eligible for free school meals, and with special educational needs and/or disabilities, is below average. The school holds the Artsmark Silver, Basic Skills, Advanced Skills, Healthy Schools, Investors in Pupils and Investors in People awards, and has been recognized for exceptional delivery within the national physical education and sport strategy.

On site out of school hours, term-time only, childcare provision for children aged 4 to 8, and full day-care provision for children aged 2 to 5, neither managed by the governing body, was inspected separately.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils' well-being and achievement are paramount and central to its drive for improvement. Parents are extremely positive and typically comment that, 'staff are continually striving to improve the school. From the already fantastic starting point, it just gets better and better each year'.

St Margaret's is a vibrant and caring place to learn. There is a consistent commitment on behalf of all staff to support pupils and their families, including those in challenging circumstances. The care, guidance and support for pupils are outstanding and underpin their excellent personal outcomes. Highly effective safeguarding arrangements are in place. The strong school ethos and exciting curriculum successfully fosters 'hands on', cooperative learning and high levels of respect. As a result, pupils are very well behaved, attend very regularly, and the environment is happy, calm and orderly at all times.

The provision in the Early Years Foundation Stage is good. Strong links are made with families, even before the children start school, and their learning and developmental needs are well met. They make good progress, for the most part, largely due to the interesting and creative activities that sustain their interest. However, staff have rightly recognised that assessment practices are not always sharp enough, nor used consistently to challenge and support all children to make the excellent progress as seen in the rest of the school.

From Year 1 to Year 6 pupils of all abilities achieve outstandingly well, because of the highly effective teaching and exciting, practical learning experiences. By the time pupils leave Year 6, they attain high standards in English, mathematics, and science. This is because teachers constantly provide well directed guidance and challenge in lessons, and quality advice through their marking, to help pupils quickly move on to the next steps in their learning.

The headteacher and strong leadership team show the highest aspirations for young people, and are relentless in the quest to ensure all pupils reach full potential. They are supported and challenged by an outstanding governing body and through excellent partnerships with parents and the wider community. These enable the school to promote very effectively the importance of community cohesion.

The school has improved since the last inspection because high quality training has developed outstanding leadership and management at levels. Extremely effective self-evaluation procedures, including rigorous procedures to hold everyone to account for pupils' outcomes, ensure the school has an outstanding capacity to sustain current high levels of performance.

What does the school need to do to improve further?

- Improve the good provision in the Early Years Foundation Stage so that it matches the outstanding provision in the rest of the school by:
 - using assessment information on entry into Reception more effectively to determine clearly all children's starting points and ensure even earlier and better matching of activities to needs
 - ensuring that all staff use observations and notes consistently well to pinpoint swiftly any underachievement that arises, and re-shape tasks accordingly, to provide maximum challenge for all children, at all times.

Outcomes for individuals and groups of pupils

1

All groups of pupils make outstanding progress throughout Years 1 to 6, because they receive outstanding quality teaching and the relevant and practical activities help them develop very positive attitudes to learning. Pupils clearly enjoy their time at school and work hard in lessons. Their exemplary behaviour makes a significant contribution to their learning, as does their excellent attendance. Pupils with special educational needs and/or disabilities, and the very few at the early stages of learning to speak English as an additional language, also make outstanding progress, because their individual needs are carefully assessed and individual support provided.

By the end of Year 6, standards are high in English, mathematics and science. The rate of progress pupils make has improved since the last inspection. This is because teachers make very effective use of accurate assessments of pupils' work to set targets and plan for future learning. In particular, pupils have regular opportunities to practise and develop their reading, writing and calculation skills through a range of meaningful activities, set in 'real life' scenarios. In addition, there are examples of work of a high standard in information and communication technology (ICT), including competent use of the internet for research and well composed computer generated presentations.

Pupils say they feel very safe, and explain how they enjoy looking after each other. They are very confident they can always find someone to help with a problem. They have an excellent understanding of how to keep fit and healthy, and take part enthusiastically in many sporting activities. Pupils' outstanding spiritual, moral, social and cultural development is very evident in their mature, reflective attitudes, and their desire to sing in the choir, help to organise Christmas fayres and Harvest festivals, and to take part in local, national and global charity work.

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

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

How effective is the provision?

Teaching is outstanding. Features of most lessons include well planned activities that challenge all pupils to develop their reading, writing and mathematical skills, because they are very closely matched to individual pupils' needs and couched in meaningful, 'real life' situations. Pupils learn about France through role-play as tourist agents, or as project engineers working out the most effective aerodynamic shape for a high-speed train connection to the continent. They reinforce previously learnt calculation skills working out the best package deal, from a range of offers, for families in different circumstances. Their ICT competencies are constantly challenged through research, presentation and recording assignments. Teachers' effective questions probes pupils' understanding and help to consolidate new ideas. For the most part, teaching assistants are well deployed and ensure all learners are fully supported to make outstanding progress. Consistently accurate assessments of how well pupils are doing are used to share increasingly challenging targets, and to ensure they know precisely what to do to make progress towards them.

The excellent curriculum is richly enhanced by visits and visitors. Pupils are increasingly involved in choosing themes and objectives which encourages a real sense of commitment and enjoyment. The curriculum is exceptionally well planned, interlinking a wide range of subjects that promotes all aspects of learning. The development of pupils' social and emotional learning is a strength. There are many exciting opportunities for pupils to sing, learn a musical instrument and perform in local events. They learn the French language and culture from an early age. Their global awareness and commitment to sustainable development are reflected in environmental projects, such

as, extensive work on water supply.

Pupils receive outstanding care and support. Staff are rigorous and persistent in ensuring the highest levels of welfare and care for all pupils, especially the most vulnerable. Very good partnerships with the local Children's Centre, local primary and secondary schools, local authority and community services, really do ensure that no child is left behind.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school exceptionally well. He is inspirational in setting a very clear direction and tone for the school's work, and is ambitious on behalf of all young people. St Margaret's must simply 'be the best'. Senior leaders are equally aspirational and far-seeing in their work. At the heart of the strong leadership and management, at all levels through the school, is an effective training programme that enables all staff to confidently fulfill their roles. As a consequence, they discharge very effectively their responsibilities for checking the quality of teaching and learning, and making use of information on how well pupils are doing, to improve and sustain high quality provision and achievement. Self-evaluation is accurate and outcomes of monitoring are used judiciously to deploy additional resources to boost performance.

There are excellent systems for safeguarding pupils, including comprehensive procedures for assessing and eliminating risks, routinely informed by pupils' and parents' views. Support provided by key agencies is exemplary. There is a comprehensive awareness of safeguarding issues among all the governors and staff, all of whom receive regular training, in particular on child protection issues. The school is highly inclusive and has excellent arrangements to ensure that all pupils have equal opportunities to participate in all school activities.

Governors know the school very well indeed and are extremely well organised and thorough in their approach. They take a very active role in school self-evaluation, and are exceptionally well informed through the regular and detailed information they receive on the quality of teaching and pupils' performance. They are confident in providing high levels of professional challenge to hold senior leaders to account, and in acting upon their findings. They engage very effectively with parents, pupils and the staff as a whole, and are vigorous in ensuring that all pupils and staff are safe. The school promotes good community cohesion through well planned partnerships with local

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

schools, the church and parish. Pupils learn increasingly about the lives of others overseas. These arrangements help to develop an increasing understanding of people from different faiths, cultures and backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The majority of children enter the Reception class with skills and abilities that are usually in line with those expected nationally. By the time they enter Year 1, children's all round development exceeds national expectations, demonstrating the good progress they make. Home visits and effective information for parents help children make a confident start. Good welfare arrangements and positive relationships ensure children feel very safe and secure and settle quickly. The stimulating environment ensures that children have a variety of interesting and creative activities which sustain their interest, help to develop self-esteem and provide pleasure in learning new skills. Indoor and outdoor provision is of the same good quality. Children play well, independently of adults, becoming active and curious learners. They are particularly fascinated by the mud and ice trays. Staff are well led and work increasingly effectively as a team. They intervene accordingly to boost children's learning, support their language development and get them thinking for themselves. However, not all staff observe, note and record children's developments in a systematic manner. Information on children's starting points, and outcomes throughout the Reception Year, are not always rigorously used to check progress and plan consistently for challenging activities.

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

Parents are very supportive of the school. They value the opportunities to be involved in their children's learning and feel well informed about the progress they make. They agree that the school is very safe and that levels of care are high. St Margaret's 'provides a very warm and caring environment in which children are encouraged and fully supported to learn', is a typical response. The inspection team agrees with the views expressed by the vast majority of parents.

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 Voluntary Controlled 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 169 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	54	31	18	2	1	0	0
The school keeps my child safe	93	55	31	18	0	0	0	0
The school informs me about my child's progress	71	42	53	31	1	1	0	0
My child is making enough progress at this school	68	40	51	30	5	3	0	0
The teaching is good at this school	81	48	43	25	0	0	0	0
The school helps me to support my child's learning	70	41	52	31	2	1	0	0
The school helps my child to have a healthy lifestyle	54	32	67	40	2	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)	64	38	52	31	0	0	1	1
The school meets my child's particular needs	61	36	55	33	4	2	0	0
The school deals effectively with unacceptable behaviour	52	31	66	39	4	2	0	0
The school takes account of my suggestions and concerns	46	27	69	41	6	4	0	0
The school is led and managed effectively	68	40	55	33	1	1	0	0
Overall, I am happy with my child's experience at this school	81	48	43	25	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 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.



16 November 2009

Dear Pupils

Inspection of St Margaret's Church of England Voluntary Controlled Primary School,
Leeds, LS18 5BL

Thank you for being so friendly and welcoming when your school was inspected. The inspectors very much enjoyed talking to you about your lessons and the interesting activities you are involved in. You should be really pleased because we agree with your views and judge your school to be outstanding. You should also be proud because you are very polite, extremely well behaved, and very supportive of each other. You have an excellent knowledge of how to stay healthy and safe. Adults look after you so well that you feel confident to ask them for help at all times.

You told us that lessons were fun and we agree with you. You learn a lot from the practical and 'real life' experiences that your teachers regularly plan for you and you make really good use of computers and digital cameras to enhance your work.

Your headteacher leads your school extremely well with the support of all the staff. They make sure you are happy and you learn very well indeed. You make a good start in the Early Years Foundation Stage, but across Years 1 to 6 you work exceptionally hard and make outstanding progress. As a result, you attain standards that are very high for your age by the end of Year 6. This is because you receive excellent teaching. We have asked the school to help you make the same excellent rates of progress in the Early Years Foundation Stage as well. Your teachers can make this happen by:

- ensuring they know exactly your starting points on entry to the Reception class, so they can provide earlier and better matched activities to your needs
- ensuring they all consistently observe how well you are doing, so that your tasks can be as stimulating as possible, at all times.

You can all help by continuing to attend daily, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely,

Dr Andrew Swallow,

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.