

Inspection of a good school: St Margaret's Church of England Primary School

15–19 North Street, Barking, Essex IG11 8AS

Inspection dates:

1–2 October 2019

Outcome

St Margaret's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils speak enthusiastically about their school. Their love for reading came through when they talked to me about their current class reading book. They explained how reading helps them learn about other subjects. They are inquisitive. For example, they told me how they enjoyed using the globe to find where Mesopotamia used to be.

School trips are purposeful. Pupils told me how much they enjoy them. Leaders make sure that trips fit in with what is learned in the classroom. For example, a recent trip to a local alpaca farm supported pupils' studies of Peru, sheep farming and the environment.

The school's ethos is clear to see. It is inclusive of all. All pupils take an active part in assemblies. Pupils help each other in the classroom. They often work well together in teams to solve problems. Pupils behave well around the school and move between lessons in an orderly fashion. They show respect for adults. Clear rules promote good behaviour and pupils say that teachers treat them fairly. Parents and carers say that the school keeps their children safe and informs them about what is going on. Low-level disruption is rare, as is bullying.

What does the school do well and what does it need to do better?

Leaders are ambitious. The curriculum is under continual review and goes beyond academic studies. For example, a visit to the beach was a new experience for some pupils. Activities such as orienteering are used to broaden pupils' outdoor experience. Pupils with special educational needs and/or disabilities (SEND) are supported well. Specialist teachers help pupils with SEND to work alongside their peers, so that they have equal access to the curriculum.

Leaders have organised the geography curriculum so that it builds logically on pupils' prior learning. For example, when pupils begin to study rivers, they start locally. Pupils learn

about the Thames and then transfer this knowledge to rivers around the globe. Topics are taught when leaders feel pupils are ready. In mathematics, Venn diagrams are taught in Year 1 and then used practically in Year 2. Pupils showed me their work and accurately described how these diagrams are used.

In mathematics, pupils use previous learning to help them understand new topics. When learning about subtraction, pupils benefit from using number lines they had previously used when mastering addition. They then progress to working out similar calculations in their heads. All this helps them make good progress in mathematics.

Leaders are determined to promote pupils' reading. Phonics teaching begins at the earliest opportunity in Nursery. Children in early years learn phonics well. By the end of Year 1, most pupils reach the expected standard. The emphasis on reading continues into Years 3 to 6 across many subjects. For example, pupils use their class reading book to improve their comprehension skills.

Curriculum planning in other subjects is less strong. Leaders have identified that work in science would benefit from more emphasis on pupils' understanding of key technical vocabulary. They are right.

All teachers attend weekly training sessions. Leaders organise these because they see the benefit in regular, focused professional development. Teachers use their newly acquired skills well. Leaders support new teachers effectively with classroom management and lesson planning. Good behaviour in lessons allows teachers to do their job effectively.

Leaders have changed school systems to reduce teachers' workload. Teachers take on the responsibility of planning a subject or topic and then share this with their colleagues. Newly qualified teachers are given the time to reflect and learn the skills of preparing lessons.

Safeguarding

The arrangements for safeguarding are effective. A strong safeguarding culture exists across the school. Concerns and incidents are managed well. Staff receive training on keeping pupils safe. They use this knowledge well. For example, if academic progress dips, the school also considers the pupil's well-being. This has led to leaders helping pupils with their social and emotional needs.

Pupils say that they feel safe because adults look after them. They learn about keeping safe online and what to do if they feel threatened. Pupils in Year 6, who make their own way to and from school, understand the risks involved and how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum provision is strong in subjects such as reading, mathematics and geography. Practical activities and experiences are provided to enhance academic learning in the

classroom. Leaders keep the curriculum under review. However, programmes of study are not equally strong across subjects. Leaders should ensure that, in science, the key technical vocabulary needed by pupils is set out clearly, taught and learned. This should include words of increasing conceptual difficulty as pupils progress through the school from early years to Year 6.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, St Margaret's Church of England Primary School, to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144035
Local authority	Barking and Dagenham
Inspection number	10121549
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	Board of trustees
Chair of governing body	Rev Canon Ade Ademola
Headteacher	Mr D Huntingford
Website	www.st-margarets-barking.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This two-form entry Church of England primary school is part of the Genesis Education Trust. The school converted to an academy on 1 April 2017.
- The headteacher was appointed in September 2018.

Information about this inspection

- I met with the headteacher, senior leaders, staff and the chief executive of the trust. A telephone conversation was held with governors and separately with a trustee.
- I considered reading, mathematics, science and geography in detail. For each of these subjects, I held discussions with senior leaders, visited lessons, spoke with staff and pupils, and looked at pupils' work.
- I spoke to pupils, parents and staff about the school's work to keep pupils safe. Records and documentation were considered, along with the school's single central record of staff suitability checks.

Inspection team

Jason Hughes, lead inspector

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019