

St Margaret's Anfield Church of England Primary School

Lower Breck Road, Anfield, Liverpool, L6 4BX

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- This is a warm and welcoming school where all pupils are valued as individuals. Pupils' spiritual, moral, social and cultural development is outstanding.
- Children achieve well in the well-resourced Early Years Foundation Stage, which promotes children's all round development and learning with appropriate challenge.
- Pupils' achievement is improving. Work in pupils' books and school records show that good progress is being made by current pupils from their individual starting points. Pupils usually reach average standards by the end of Year 6.
- Teaching is good. Pupils are enthusiastic about their school and really like the exciting activities that help them to learn new things.
- Vulnerable pupils, including those with special educational needs and disabilities, receive good support that enables them to achieve well.
- Pupils behave well and feel very safe in school. They say the school is like one big family and they have very positive attitudes to learning and to other people.
- The knowledgeable headteacher has built a strong and committed team who work effectively to raise standards and improve the quality of teaching. The school has improved since the previous inspection.
- The governing body knows the school well and makes a valuable contribution to school improvement.

It is not yet an outstanding school because

- Progress in writing across the school is not as strong as in other subjects. Occasionally pupils are not presented with the best model of how to write, including how to spell or use punctuation.
- The quality of marking varies across different subjects.
- Some opportunities are missed for developing children's basic skills in the Early Years Foundation Stage outdoor environment.
- Outstanding teaching already in the school is not used well enough to improve the practice of others.

Information about this inspection

- Inspectors visited 26 lessons or parts of lessons, one of which was jointly observed with the deputy headteacher. Inspectors also looked at pupils' work and heard a number of pupils from Years 1, 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, the school improvement plan and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 17 responses to the on-line questionnaire (Parent View), the school's own questionnaires for parents and spoke informally to a number of parents. The views of staff and pupils were also considered.

Inspection team

Barbara Flitcroft, Lead inspector

Additional Inspector

Pamela Davenport

Additional Inspector

Hilary Ward

Additional Inspector

Full report

Information about this school

- The school is a much larger than the average-sized primary school.
- Pupils are taught in 15 classes from the Nursery to Year 6.
- The majority of pupils are from White British backgrounds but an increasing proportion speak English as an additional language. There are a wide range of first languages, including: Polish; Czech; Mandarin; and Urdu.
- The proportion of pupils known to be eligible for the pupil premium funding is double the national average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority)
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school hosts a daily breakfast club.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding and raise achievement further by:
 - sharing further the best quality teaching that is already in the school
 - increasing opportunities for the development of reading, writing, adding, subtracting, and problem-solving skills to be included in the outdoor environment in the Early Years Foundation Stage
 - ensuring marking in all subjects tells pupils how to improve their work and that pupils have time to respond to the advice given
 - making sure that all teachers use a consistent approach of how to write, including how to size and form letters and how to use punctuation.

Inspection judgements

The achievement of pupils is good

- From their individual starting points, pupils make good and sometimes outstanding progress overall during their time in school.
- Children enter the Nursery with skills that are well below those typical for their age, particularly in personal, social and emotional development, communication, language and literacy. Children settle quickly, especially those who have taken advantage of the school's Little Learners visits prior to starting. Good progress is made so that, by the time children enter Reception, the standards they reach are below but not well-below average.
- As a result of the school developing early partnerships with parents and outside agencies, those children who need additional support are quickly identified.
- The proportion of pupils reaching the required standard in the Year 1 national phonics check is slightly below the national average.
- Good progress continues across Key Stage 1. In 2013, pupils achieved the best reading and writing standards for the last five years and these, as well as standards in mathematics, were just below the national average. However, although standards are improving for those pupils with special educational needs or disabilities, they remain below those of similar pupils nationally.
- By the end of Key Stage 2, standards overall have reached the national average, with the vast majority of pupils having made good or better progress, including vulnerable pupils, those for whom English is an additional language and those with disabilities or special educational needs. This success is due to a wealth of well trained, sensitive support staff and teachers who work tirelessly to accelerate progress for different groups of pupils.
- Those pupils who are eligible for pupil premium funding, including those entitled to free school meals, also make good progress. This is as a result of the very good opportunities for their learning, which this funding has helped senior leaders and governors to afford.
- Over 20 home languages are spoken by pupils in this school. Individuals and small groups of pupils, who have limited understanding of English, are helped to learn more about the English language.
- The most able pupils achieve well because they are given demanding work that suits their ability. They relish the additional challenges they are given. The proportion of pupils reaching the higher levels at the end of Key Stages 1 and 2 is increasing.
- Reading is a strength throughout the school; all pupils read regularly to an adult in school as well as daily individual reading times. The teaching of letters and sounds is very well organised. Those pupils who read to inspectors demonstrated a secure knowledge of letters and sounds, reading fluently with good levels of understanding. Pupils love their new library.
- Pupils in all year groups throughout the school are also making good progress over time. However, standards in writing, including spelling, punctuation and grammar, have not been as high as those in reading or mathematics.

The quality of teaching is good

- Teaching across the school is good and some is outstanding. Work is well planned to meet the needs of all pupils and helps them learn well. Frequent ongoing assessment ensures every pupil's needs are met. Teaching builds on what the pupils already know and can do. Work in pupils' books shows good or better progress and is well matched to the pupils' knowledge and skills.
- There are well-established routines and high expectations throughout the school. Pupils are keen to try hard at the challenges set for them. In a writing lesson when Year 1 pupils were learning to use describing words in their fairy tales, the whole year group were set by ability and the connecting doors between the two classrooms were opened so that pupils could sit in these

groups. Some groups had support staff to guide and assist them; other groups were helped by the teachers for some of the time. All ability levels made very good progress as a result of careful and creative planning.

- Support staff work very well to assist groups and individuals with their learning. They have developed the skills, knowledge and sensitivity to help pupils learn well.
- Staff know the pupils very well and have a secure knowledge of the curriculum that they teach. This helps them to plan high-quality, enjoyable lessons which enthuse and encourage pupils.
- Teaching in the Early Years Foundation Stage is good and addresses all the areas of learning in the indoor environments. Outdoor areas are attractive and well used but there are missed opportunities here for developing children's reading, writing and mathematical skills.
- Senior leaders and governors have already identified the need to improve progress in writing. As a result of this, pupils' writing is marked very thoroughly and excellent advice is given for the pupils' next steps. This is already making pupils think very carefully about their writing and they respond with corrections or comments for the staff. This high-quality marking, feedback and opportunities for pupil response are not consistent features across other subject areas.
- Disabled pupils and those with special educational needs, those for whom English is an additional language, the most-able pupils and those who are supported by the pupil premium, including those entitled for free school meals, are well supported in their learning. Progress by those pupils who are supported by pupil premium funding, has accelerated in line with other groups within the school. Overall, their attainment is in line with average, above average in reading and below for writing; whereas other pupils attain slightly above average in all subjects.
- The use of language is modelled well by staff in most classes but, in a minority of classes, the way words are written or punctuated is incorrect and this hinders pupils' learning.
- Pupils are encouraged to discuss their ideas and this helps them to share responsibilities and to further develop their thinking and communication skills.
- Staff use technology creatively to enhance learning. A major project is underway: making a film and presenting resources for an exhibition about the First World War.

The behaviour and safety of pupils are good

- The behaviour of pupils is good overall.
- Behaviour in areas of school outside the classrooms is outstanding. Pupils get along with each other extremely well: they are cooperative and show excellent manners. Occasional low-level disruptions within classes occur. These are usually addressed well but sometimes hinder the pace of learning.
- Playtimes and lunchtimes are happy occasions. Pupils support each other well and take good care of younger pupils. Staff are committed to promoting the best behaviour, so disruptive incidents seldom occur.
- All parents say that their children feel safe in school and almost all report that there are good standards of behaviour.
- From Nursery onwards, there are clear and consistent expectations and routines for how pupils should behave and how they should treat others. Pupils respond quickly to instructions in lessons, ensuring the time is mostly well used.
- The school's work to keep pupils safe and secure is good.
- Pupils feel safe because they are confident that the staff and their friends will help them if they have a worry. One pupil told inspectors, 'It's quite lovely, I feel like I fit in. I feel safe. Everyone is treated the same.'
- Pupils say that staff sort out quickly any behaviour that is less than good. Pupils know about keeping themselves safe and healthy, and about the different forms of bullying. The school ensures that its pupils develop a good range of personal skills. In lessons and worship times, staff reinforce the importance of keeping safe and ensure that pupils are aware of potentially unsafe situations.

- Pupils rise to the responsibilities they are offered: e-safety captains deliver a weekly message to remind pupils about how to keep safe on the internet; attendance captains remind pupils how important it is for them to be at school every day on time; and the school council take their role very seriously and help to make decisions, their next proposal is for a buddy bench in the playground.
- Senior staff and governors have worked hard to improve attendance, which is now in line with the national average. Using pupil premium funding, senior staff have appointed a family liaison officer and learning mentor who work closely with families to help them to make the most of the wealth of opportunities that school offers their children. School staff hold a daily breakfast club to get the pupils off to a good start each day.

The leadership and management are good

- The headteacher, well supported by other senior leaders, has created a welcoming and purposeful climate for learning. Staff morale is high and leaders, teachers, support staff and governors are committed to doing their very best for the pupils in St Margaret's.
- Middle leaders, with responsibility for subjects, have a clear understanding of their duties and accountability. They lead their areas of responsibility well: by example; by working collaboratively with colleagues; and by reporting to governors.
- Leaders' accurate view of the school's strengths and areas for improvement has helped the school to identify correctly the priorities for development. The inclusive approach to leadership, responsibility and accountability is effective, ensuring that all staff are appropriately involved in school improvement.
- Teaching is well led and managed with a strong commitment to provide training to help teachers continue to improve. Some opportunities for further sharing of outstanding practice already in the school are being overlooked.
- There is a clear link between achieving agreed targets and pay progression. Teachers are set clear goals and supported well through good-quality training and advice that is linked to the school improvement priorities.
- The range of subjects taught provides rich opportunities for pupils to have fun and enjoyment whilst learning, for example inspector science worked with Year 2 pupils, during the inspection, to make vehicles from construction kits which they could then control the movements of remotely.
- The wide range of after-school clubs and sporting events along with the chance to go on day trips and residential visits really enhance the interesting curriculum.
- The school is committed to ensuring every pupil has an equal opportunity to succeed. This is shown in the vast range of support that is put in place to assist each group of pupils to make good or better progress.
- This school has a wonderfully distinctive ethos, commented on by many visitors. The school's chosen Christian values of truth, fairness, justice and joy are evident in daily school life and drive the behaviour-management strategy; these values are role-modelled by staff and embraced by pupils. Pupils' spiritual, moral, social and cultural development is outstanding.
- The school makes good use of the additional primary schools sports funding. A physical education specialist teacher has been relieved of classroom duties to work alongside staff, delivering high-quality physical education lessons. This is useful training for the staff. The pupils also benefit from entering a wide range of sport competitions.
- The local authority supports the school well and has confidence in the school's ability to improve further.
- **The governance of the school:**
 - Governors meet regularly. The Chair of the Governing Body has a weekly meeting with the senior leaders. Governors ensure they fulfil their statutory duties in relation to finance and safeguarding. As a result of this, current safeguarding arrangements meet requirements. Some governors have recently completed training on how to pay particular regard to

safeguarding in staff recruitment processes.

- Governors support and challenge the school in equal measure; they have a clear view of the daily management of the school as well as the quality of teaching and pupils' achievement. They check that the management of teachers' performance is thorough and approve pay progression if teachers have met their appraisal targets.
- Governors have a good knowledge of how the pupil premium funding and the sports funding are being spent and they evaluate the impact of these funding streams.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134245
Local authority	Liverpool
Inspection number	439621

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Reverend Winn
Headteacher	Mrs McCallum
Date of previous school inspection	9 June 2009
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