



The National Society Statutory Inspection of Anglican Schools
(Carried out under Section 48 of the Education Act 2005)

St Margaret's Church of England Primary School

Inspection Report

Address of School:	High Street Stoke Golding Nuneaton Warwickshire CV13 6HE
Telephone Number:	01455 212393
Email Address:	admin@st-margarets.leics.sch.uk
School Category:	Voluntary Aided
Unique Reference Number:	120200
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	3rd March 2011
Reporting Inspector (and No):	Mrs Marian Driver (116)
Appropriate Authority:	The Governing Body
Chair of Governors:	Mrs Michelle Nelson
Headteacher:	Mrs Julie Wright
Pupils on school roll:	198

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Diocese: Leicester

Local authority: Leicestershire
Dates of inspection: 3rd March 2011
Date of last inspection: 27 and 30 November 2007
School's unique reference number: 120200
Headteacher: Mrs Julie Wright
Inspector's name and number: Mrs Marian Driver (No: 116)

School context

St Margaret's is an average size primary school with 198 on roll. The majority of the pupils are from a white British background. The school serves the rural village of Stoke Golding and many local areas. The school is oversubscribed. The number of children with special needs is below average, Over the past few years there has been a significant turnover of staff resulting in a new Senior Leadership Team.

The distinctiveness and effectiveness of St Margaret's as a Church of England school are outstanding

St Margaret's Church of England Aided Primary School proudly promotes its Christian ethos and embraces Christian values. The caring, inclusive and supportive character of the school provides an inspiring learning environment, which encourages children to learn and care for other people and the world in which they live. Strong, distributive leadership models a Christian community which encourages growth in faith.

Established strengths

- The strong sense of teamwork promoted by the headteacher's drive and vision for improvement.
- The outstanding Christian ethos of the school in which all pupils are nurtured, valued and helped to develop.
- Strong links between the school, the parish church and the local community.

Focus for development

- Provide greater challenge and differentiation in RE lessons for more able pupils.
- Improve pupils' understanding of faiths other than Christianity by visiting places of worship related to faiths studied.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school is characterised by Christian values demonstrating a distinctive Christian community. There is a very welcoming, happy and purposeful atmosphere throughout the school. Relationships are excellent and staff provide very good role models. Academic standards are high and behaviour is excellent. A strong system of rewards encourages all pupils to do their best. All pupils are valued and cared for and there is good provision for all abilities including children with special educational needs. Pupils believe that behaviour is good because they are taught how to behave and all work together. Parents who chose this school feel that the Christian messages given are appropriate and convey 'just how they want their children to be brought up'. The school's pastoral care, guidance and support is excellent and central to its ethos of each child being unique. There are many displays around the

school which proclaim and promote the school's distinctive Christian character. These give excellent support to religious education and other aspects of the curriculum especially spiritual, moral and cultural development. There are focus corners in each classroom with a range of Christian artefacts such as the Bible. An outdoor Jubilee Peace garden provides a place to be still and thoughtful. Pupils are actively engaged in their local community, contributing to the local newsletter and by singing and fundraising. A weekly 'Solid Rock' after-school Christian club, run by governors and volunteers, is well attended and contributes greatly to the Christian ethos of the school. Lifestyles in other countries are studied and worldwide issues are raised. The school has effective links with a school in Fundo, Uganda and pupils are excited when they hear of the benefits gained from their fundraising projects. A very successful Year 6 fundraising was based upon the Parable of the Talents, where each pupil was encouraged to use the one pound given to raise further funds. The four hundred pounds raised was sent to the school in Uganda to help provide toilet facilities. The school council are effective in discussing improvements in learning and playtimes, suggesting ideas for rainy day toys and fundraising for charities. Eco Warriors recently involved pupils in poster making to raise an awareness of the problem of litter. Pupils are known as individuals and know that their views are valued.

The impact of collective worship on the school community is outstanding

Carefully planned acts of worship demonstrate the importance of the daily worship time. All acts of worship are planned and evaluated and are based on Diocesan themes. Changes have been made as a result of suggestions given, for example, pupils requests for more singing and involvement in planning and delivering worship have taken place. Worship time is enhanced by music and hymns. Worship is mainly Anglican in character using Christian symbols such as candles, a cross and artefacts which enhance the occasions and promote quiet reflection. Christian worship is led by a variety of staff and other adults including the vicar, the lay reader, the Methodist minister and volunteers from The Church Army in Hinckley. Pupils talk enthusiastically about their enjoyment of worship and how visitors teach them new songs and involve them. They say that worship 'gets them started' and makes them feel happy, relaxed, calm and gentle. Prayer books made by pupils and the Lords Prayer are used regularly both in worship time and class prayer. Pupils are very attentive and play an active part responding well to questions. They proudly report that collective worship is an important time when they are 'able to pray and talk to God'. Pupils have good recall of both the Bible and other messages that have been taught during worship and are able to explain their meaning. Parents talk proudly of the confidence gained by the pupils and the Y6 leavers' service held in church which was 'so special' and very emotional.

The effectiveness of the religious education is good

Religious education is clearly seen as an important part of the curriculum and the RE policy emphasises the special place of Christianity in this church school. The quality of teaching in RE is good. Assessment data is used to guide teachers' planning and shows that the majority of pupils achieve above the expectations for their age. Progress in Year 6 RE is good, with many children achieving higher than average levels. Monitoring of lessons by the headteacher is used positively to improve the teaching.

In the lessons seen, good use was made of technology through the use of the interactive board, to give and collate information. Skilful questioning was used to encourage deeper thinking. Pupils worked well in groups and concentrated well when given practical activities. Learners are enthusiastic about RE saying that they enjoy it because 'it is fun'. They also recognise its relevance to their lives. There is a clear link between the teaching of religious education and respect for other people. Behaviour is good because lessons are interesting and informative. Learners have a good understanding of the Christian faith and Anglican tradition as well as knowledge of other major religions. In the year two classroom, a child's individual writing and photographs showing his family's visit to Liverpool Cathedral were displayed. This led to an interest in making stained glass windows in the classroom.

In the Y2 lesson observed, spirituality was promoted well with pupils explaining values and beliefs about Jesus. Pupils showed good subject knowledge of Christianity and were articulate and confident in expressing their feelings and opinions. Tasks set were open ended and challenging and led to discussions with partners. Year 4 were eager to learn about Sikhism, studied the powerpoint images carefully and asked searching questions. They were encouraged to compare and make links with other religions, which they found interesting and

they made good responses. However, in the lesson observed, greater differentiation is needed to ensure that the more able pupils are challenged. Displays in classrooms and corridors show the study of different religions and encourage the recognition and appreciation of different cultures. Pupils talk of the importance of discussing anti-racist issues. The school has identified the need to enrich the teaching of RE by visiting different places of worship, which has now been planned.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher provides excellent leadership which is well supported by staff and governors, ensuring that the Christian status is at the heart of the daily life of the school. The spiritual leadership and determination to ensure that Christian values are apparent in the life of the school is revealed in the way that the pupils, staff and parents show care and consideration to each other. Very important links are made between the school and the church through the 'Solid Rock' Christian club, held weekly after school and the holiday activities linked to Christian festivals. The headteacher, governors and staff are involved in monitoring, evaluation and reviewing progress. They use observation, discussion and questionnaires as sources of information to make any necessary changes. Parents play an active role in the life of the school. The successful PTA is well supported by many staff who attend planning meetings. Parents are consulted on a regular basis and their views are taken into account. They feel that St Margaret's makes a big impact on the pupils because 'it is so lovely and all the teachers know all the children'. Parents believe that the Christian ethos helps their children to have good moral values and to think about each other's feelings .