

# Lady Margaret Primary School

## Inspection report

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<b>Unique Reference Number</b>	101903
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355091
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Stephen Long HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	600
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Parminder Chana
<b>Headteacher</b>	Richard Rodgers
<b>Date of previous school inspection</b>	15 January 2008
<b>School address</b>	Lady Margaret Road Southall UB1 2NH
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty five lessons were seen, taught by 24 teachers. Discussions were held with school leaders, groups of pupils, members of the governing body and a representative from the local authority. Inspectors observed the school's work and scrutinised documentation including development plans and evaluations, assessment information and monitoring records. Two hundred and ninety responses were received from parents and carers to the questionnaire distributed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of work to improve pupils' progress, particularly in mathematics.
- How well teaching is adapted to meet the needs of all pupils and the extent to which pupils know how to improve their work.
- The quality of support for literacy and numeracy in subjects across the curriculum.
- Pupils' behaviour and how well it is managed by staff.
- The capacity of leaders at all levels to monitor their areas of responsibility and bring about improvements.

## Information about the school

Lady Margaret Primary School is larger than most primary schools. A much higher proportion of pupils than seen nationally are of minority ethnic heritage and speak English as an additional language. Increasing numbers of pupils are in the early stages of learning English, having newly arrived in the country. The largest groups of pupils are from Indian backgrounds, but there are also sizable groups who are of Pakistani and African heritage. More pupils than in most schools join or leave other than at the usual times. The Nursery has 25 places for each of the morning and afternoon sessions. Most of these children then join the Reception classes. An above average proportion of pupils are known to be entitled to free school meals. Staff turnover was high but is more stable this academic year. An award for Healthy Schools has been held for some years and was reconfirmed in 2010. The Chair of the Governing Body and vice-chair were new appointments at the start of this year.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lady Margaret Primary is a good school and has improved since the last inspection. It has a welcoming and inclusive atmosphere which pupils enjoy and which is recognised by parents and carers who are strongly appreciative of the school's work.

Pupils achieve well. Their overall attainment on entry is low with many having weak skills in English. The progress they make has accelerated in the last year. It is now good and their attainment is broadly in line with the national average by the end of Year 6. Good care and outstanding safeguarding procedures ensure pupils feel safe at school. Most pupils behave well and build good social skills. They are enthusiastic about learning and keen to contribute to the life of the school. Efforts by staff to help families ensure their children attend regularly are effective so that attendance, which was below average, is now average and rising.

Teaching effectively engages pupils in learning so that progress is brisk in most lessons. Systems to assess pupils' attainment, set targets and measure their progress have improved since the last inspection and help teachers plan lessons effectively. While lessons are challenging overall, some opportunities are missed to tailor tasks and for teachers to question more precisely to support pupils of differing ability and engage them in assessing their own work. Provision in the Early Years Foundation Stage has improved and children make good progress. Adult guidance is typically purposeful in supporting their learning. Here too, on a minority of occasions, adult interventions are not planned well enough to help children take the next steps in learning. The curriculum is adapted well to meet pupils' needs. The priority given to literacy and numeracy underpins rising attainment. Effective steps are taken to support particular groups of pupils, for example, those arriving part-way through schooling and requiring support in learning English, and pupils with special educational needs and/or disabilities.

Well led by the headteacher, the school has a good capacity to improve. This is reflected in the gains since the last inspection and good self-evaluation, giving leaders an accurate awareness of areas now needing attention. Focusing on teaching has improved its quality although there has been some turbulence in staffing as weaknesses have been tackled. The senior team and governors support the headteacher well. Subject leaders play an increasing role in raising standards; however they are underused in monitoring the quality of teaching and pupils' progress so they can take a lead in identifying areas for improvement. In addition, subject action plans are not always clear enough about how initiatives will benefit pupils for their usefulness to be tested and the next steps planned. The promotion of community cohesion is a high priority with very effective work being undertaken to engage different groups of parents and carers with each other and with the school.

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## What does the school need to do to improve further?

- Improve further the impact of teaching by ensuring that:
  - activities in lessons, including teachers' questioning and that of adults in the Early Years Foundation Stage, are always adjusted to meet the needs of pupils of different abilities
  - pupils are thoroughly involved in deciding how to improve their work.
- Increase the impact of subject leadership by:
  - involving subject leaders in a wider range of monitoring activities so they take a lead in identifying areas for improvement
  - identifying more clearly in development plans how the impact of initiatives undertaken to improve subjects will be measured.

## Outcomes for individuals and groups of pupils

2

Lessons are characterised by pupils' enjoyment of learning. They are keen to get on with their work and progress is especially good when tasks are practical and there are good opportunities for discussion so as to build their language skills. Most pupils are helpful in lessons, taking good care of equipment and following instructions. Their good achievement in lessons enables them to catch up with their peers nationally. Progress in mathematics had lagged behind that in English, but improvements in teaching means this is no longer the case. Those speaking English as an additional language, and pupils with special educational needs and/or disabilities, make good progress because of the targeted support they receive.

Behaviour around the school is good. Different groups of pupils mix readily and build good social skills. Most pupils clearly understand the difference between right and wrong. The wide range of faiths and cultures evident in the school community are respected and celebrated. In an assembly seen, pupils reflected thoughtfully about children less fortunate than themselves. Older pupils are keen to act as 'buddies' for younger ones and to get involved in activities such as the school council. Pupils of different ages help around the school, for example, by acting as house captains or helping organise learning resources. Good engagement in the local community is evident in pupils' charity fund raising. Pupils know they can rely on adults to help them if they have any problems and new arrivals are quickly made to feel welcome. The high profile of healthy eating, the good food on offer and regular exercise ensure pupils understand well how to stay fit.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers have high expectations of pupils. Relationships between teachers and pupils are positive and behaviour is well managed. Lessons are purposeful and involve efficient use of time and resources, including computers. Learning objectives are clear so pupils know the purpose of their work. Teamwork between teachers and other adults is good, especially where pupils have additional learning requirements. Lessons are planned well, based on teachers' understanding of pupils' varying targets. However, learning activities are not always adapted finely enough to match the pupils' differing needs so as to accelerate their learning from good to outstanding. In many lessons, teachers are adept at encouraging pupils to assess their own work and this is really helping them take responsibility for learning. Marking is often good with clear guidance for improvement. Pupils have an increasingly clear awareness of their targets as they get older and enjoy using their 'passports to learning' to record their progress. In a minority of lessons, there is too little encouragement for them to think about how to improve their work, or to respond to the comments in teachers' marking.

The school's effective adaptation of its curriculum is evident in a number of areas. For example, programmes for pupils in the early stages of learning English, or for when pupils are not making good progress toward their targets, are well organised. Pupils enjoy the themes and connections between subjects in their 'creative learning journey' projects. These are adjusted to appeal to different groups, including linking to pupils' cultural

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heritages and widening their experience of the world around them. For example, pupils have learned about Somali poetry and visited a variety of places of worship and sites such as Hampton Court. Some opportunities are taken to promote literacy and numeracy in other subjects but the school knows opportunities are also missed and is rightly working on improving this area. Good use is made of external partners to enrich the curriculum, through visits and schemes such as with a nearby secondary school to provide support for able mathematicians. A good range of clubs and activities, including those which take place after school, are welcomed by pupils.

Effective care and support for pupils ensures they are well known and their needs are recognised and catered for. Transition arrangements are carefully organised on joining and leaving. Any who are vulnerable or whose circumstances place them at risk are identified and nurtured. Care is augmented by well-organised liaison with families and external agencies such as social services. Where there are concerns over pupils' behaviour or attendance, staff actions have a good impact as is seen for example, in the positive attitudes of most pupils and the reducing instances of holidays taken in term-time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher and senior team provide clear direction. They set ambitious targets for pupils' academic and social development and staff are keen to achieve these goals. A good range of monitoring activities by senior leaders, including lesson observations and reference to the now better assessment data, gives them an accurate picture of the achievement of different groups of pupils and of the quality of teaching. Overall priorities for development are clear and good steps taken to ensure equal progress by all pupils. However, plans for the development of individual subjects are not all of sufficiently high quality to bring rapid improvement. A significant number of new appointments at the start of the academic year means some middle leaders, notably for subjects, are relatively new and developing in their leadership capacity. Improved assessment of pupils' progress enables staff to be held accountable for their work. Supportive staff development leads to improvements in teaching and leadership, with effective use of external consultancy.

The governing body is well motivated to support and challenge the school. Communication with staff is effective and governors are not afraid to ask difficult questions. Safeguarding procedures are exemplary. The school is tenacious in ensuring pupils are kept safe, for example, by rigorously following up at case conferences at-risk children and ensuring site safety. The promotion of community cohesion is good with outstanding features in the efforts to bring different groups of parents and carers together. These include meetings

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for parents and carers to address issues relating to the school, alongside family learning workshops which also help them support their children's learning.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children's level of skills on entry to the Nursery and Reception classes is low overall. It is very low in language and communication with many children speaking English as an additional language. They make good progress and enjoy learning but most children's attainment is below that expected when they join Year 1. Progress is strongest in social and emotional development so children have positive attitudes to learning. Good progress is made in developing language and communication skills but these continue to be weaker areas of children's attainment. Children settle well because of good quality care and positive relationships with adults. Procedures for communicating with parents and carers and involving them in their children's learning are a strong feature of provision. Routines and expectations are sensitively reinforced in a well-planned learning environment.

Effective use is made of indoor and outdoor areas with a good balance of adult-directed and child-selected activities. Children's progress is assessed well and good use made of this information to plan learning. On some occasions adults do not use questioning well enough to help children move their learning forward. Children's experiences are securely planned to cover the required areas of learning and to celebrate their different heritages. Those requiring extra help, including in learning the English language, are identified and supported well. Leadership is good. The committed team leader accurately monitors the quality of provision and is proactive in addressing areas needing improvement.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The proportion of parents and carers who returned the questionnaire was above the national average for primary schools. The responses were strongly supportive of the school's overall effectiveness. Small groups had concerns over pupils' behaviour, the extent to which parents and carers are enabled to support their children's learning and about how well the school gathers their views. However, the proportion expressing these views was smaller than in most schools and the overwhelming majority were supportive of the school's work in these areas.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Margaret 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 290 completed questionnaires by the end of the on-site inspection. In total, there are 600 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	165	57	120	41	2	1	1	0
The school keeps my child safe	154	53	131	45	4	1	1	0
My school informs me about my child's progress	130	45	138	48	17	6	3	1
My child is making enough progress at this school	99	34	155	53	27	9	2	1
The teaching is good at this school	125	43	140	48	15	5	1	0
The school helps me to support my child's learning	100	34	150	52	33	11	2	1
The school helps my child to have a healthy lifestyle	118	41	148	51	13	4	2	1
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)	92	32	150	52	21	7	2	1
The school meets my child's particular needs	82	28	162	56	27	9	2	1
The school deals effectively with unacceptable behaviour	98	34	142	49	30	10	4	1
The school takes account of my suggestions and concerns	81	28	149	51	32	11	5	2
The school is led and managed effectively	102	35	146	50	18	6	3	1
Overall, I am happy with my child's experience at this school	125	43	141	49	17	6	4	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 March 2011

Dear Pupils

**Inspection of Lady Margaret Primary School, Southall UB1 2NH**

Thank you for your help during our recent inspection and for welcoming us so warmly into the school. We judge yours to be a good school and that it has improved since the last inspection.

These are the best things about your school.

- You make good progress in your learning and reach the levels we would expect by the time you leave.
- Teachers work hard to help you to learn and give extra help to those of you who need it, such as in learning to speak English.
- Staff take good care of you and very many of you told us you enjoy school and that the staff are ready to help if you have any difficulties.
- You are keen to make a contribution to the school by taking on roles such as being on the school council.
- You have a good understanding of how to stay fit and healthy and what kinds of food are good to eat.
- You are given interesting things to learn about in lessons and you told us you enjoy the creative learning journeys and the visits you go on.

The headteacher and the staff are working hard to improve the school further and we have asked them to:

- make sure activities in lessons are always at just the right level for each of you and that teachers help you think about how to improve your work for yourselves
- ensure that the staff who are in charge of different subjects take more of a lead in improving them.

Thank you again for being so friendly and helpful and remember you can help too by working as hard as you can.

Yours sincerely

Stephen Long

Her Majesty's Inspector

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