

Link inspector note of visit

School	St Michaels' CE Primary	Link inspector	Angela Rundle
Dates of visits	26/11/18;		
Meeting with	Headteacher, Deputy Headteacher		

Note: This form will be used through the year with new comments written in different colours.

Any significant changes since the last visit

- The Memorandum of Understanding (MoU) signed with St Cecilia's last term is now fully in place. Due to changes in headship at St. Cecilia's since it was originally planned, St Michael's is the driving force in the partnership.
- The school has received planning permission for a nursery, a long-desired ambition of the leadership, parents and local community. Funding for this has received a setback, with the LA not meeting the expectations of the school for the building costs.
- Three new class teachers have joined St Michael's this term. One is newly qualified, the others are experienced. Some other staff have moved year group for their professional development.
- Some teaching assistant (TA) posts have not been replaced. KS1 and Early Years classes have full time support. In KS2 classes, TAs provide interventions and some in class support.

Main areas for development, including findings from most recent results (as outlined in the SDP)

The key lines of enquiry (KLI) relating to St Michael's, from the joint SDP with St Cecilia's, are

- Maintenance of effective safeguarding
- EYFS summer born mathematics
- Reading at greater depth (GD) at KS1
- EAL/Pakistani reading at expected standard (EXS) in Year 3
- EAL/Pakistani writing at EXS in Year 4

Effectiveness of leadership and management

School evaluation	1	Extent to which evidence contributes to this judgement	Evidence is strong for this judgement
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Commentary

Safeguarding (SG) is exemplary at the school. Nonetheless, the senior leadership team (SLT) is not complacent, and this is evident from the prioritising of Safeguarding as the first KLI and the high priority accorded to training. The electronic CPOMS system introduced last year has ensured that very effective monitoring of vulnerable pupils and communication between relevant staff is possible.

Governors have clear roles and responsibilities and share the senior leaders' vision and high expectations for the school. There was an external review of governance last year. Skills audits are regularly undertaken and inform new appointments. The only vacancy on the Board is for a parent governor, for which elections are currently taking place.

The SLT (Headteacher (HT), Deputy Headteacher (DHT) and two Assistant Headteachers (AHTs)) work together as a highly effective team and drivers of whole school improvement. Each has a discrete responsibility for one of the Ofsted judgement areas. They are supported by the senior leadership and management team (SLMT) to effectively share the Headteacher's high aspirations with staff to expect the very best from each other and from pupils. As a result, pupils flourish, both academically and in their personal development. Relationships between staff and pupils are exemplary. The secure embedding of the positive Growth Mindset principles which are linked with both Christian and Fundamental British values creates a culture of confidence and self-assurance which results in excellent outcomes.

The MoU functions through a project board, consisting of senior leaders from each school, and a sponsor board of the chairs of governors and HTs of both schools. This visionary outlook aims to develop a shared ethos, development of the growth mindset approach, curriculum links, parent and community partnerships and more joint events between the schools.

Inclusion is effectively led by two Inclusion Managers (IMs), one for EYFS and Lower Phase and one for Middle and Upper Phase. This enables collaboration and sharing of expertise. Further commentary on the leadership of Inclusion will be made in the SEND NOV to follow later this term.

The curriculum at St Michael's is broad and rich. The foundation subject curriculum, delivered on a two-year cycle through "Cornerstones", injects excitement and relevance in its cross curricular approach to these subjects and links with the school's promotion of Growth Mindset in developing positive "can do" attitudes to learning for all pupils. Cornerstones also links to science and literacy when possible. Music and sport are taught by specialists.

The numbers of pupils in receipt of FSM is small, but the amount of pupil premium funding is increased by an allowance for the Services pupils at school. This is carefully spent on usual areas such as staffing, but also on other things such as providing each eligible pupil with a free after school club. Full details on this, and every other area of school life, are available on the school's website, which is a comprehensive guide to everything related to the school and far exceeds the DFE requirements for school websites.

The attractive school environment is well maintained. Displays in classrooms and in communal areas are of a high standard. The religious character of the school is promoted through high quality focal points, most recently for the wonderful Remembrance displays, marking 100 years since the Armistice. The Remembrance Art Exhibition featured beautiful poppy themed art work from across the school and was a fitting complement to the highlight of the term, the Remembrance commemorations held at the church, field and school. This was attended by many local dignitaries including the MP, Diocesan Director and LA senior officers. It culminated in the planting of "poppy prayers" in the school field before older members of the community were invited to the school. All the local fallen, including ex pupils of the school, were commemorated.

The current major focus is the preparation for the SIAMS inspection, expected in the spring term under the new framework. The school is also preparing for accreditation for the RE Quality mark (REQM) and taking an active role in the Diocesan CE schools' cluster group.

Leadership and management remains securely outstanding.

Action to be taken by the school as a result of this visit (as needed)

Follow-up by link inspector at next visit

- A future visit will focus on leadership and management

Teaching, learning and assessment

School evaluation	1	Extent to which evidence contributes to this judgement	The link inspector agrees with this judgement on the basis of learning walks undertaken and outcomes
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Commentary

Teachers plan very effectively to help pupils learn well. They check pupils' understanding systematically with well differentiated questioning. Assessment systems show pupils what they need to do to improve and work is methodically marked. Pupils respond well.

Tasks are interesting and appropriately challenging. Teachers have deep subject knowledge and have high expectations of pupils. The introduction of faculties to group curriculum areas together has given further support to subject leaders and fostered more team work.

Reading is a major focus area, with a number of initiatives launched. The school encourages a large number of volunteers and has a weekly "Reading for Pleasure" time on a Friday. Maths Mastery has now been extended from Year 1 through to Year 6, with a plan to introduce it to Early Years next year.

Classrooms provide a purposeful and stimulating learning environment. Learning walks take place regularly. SLT monitoring shows that practice is always at least securely good and often outstanding.

Teaching, learning and assessment are therefore outstanding.

Action to be taken by the school as a result of this visit (as needed)

Follow-up by link inspector at next visit

- Visit to classes related to the KLIs will take place in the spring term

Personal development, behaviour and welfare

School evaluation	1	Extent to which evidence contributes to this judgement	Strong evidence supports this judgement
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Commentary

Pupils value their education at St. Michael's and rarely miss a day of school. Attendance in 2017-18 was 97.3%, which is above the national and local authority averages and has remained consistently high over several years. Attendance to date is 98.4%. Absence is diligently followed up and SNAP (school non-attendance panel) and SLAP (school late attendance panel) tackle all cases where there is concern for attendance or punctuality. There have only been 78 lates across the school this term, a much smaller number than for the equivalent period last year. The website carries weekly updates on punctuality and attendance.

Pupils' personal wellbeing is accorded a high priority. The school is very proactive in this regard. An imaginative and highly successful venture last year was a "Well-being Week", focusing on mental and emotional health. This is now to become an annual spring term event.

Behaviour for learning is excellent, as is conduct around the school. Pupils clearly understand the rewards and sanctions schemes and find them fair. Bullying is a rare occurrence and pupils know what to do about it. The school holds an annual "Anti Bullying" week. The "Playground Champions" scheme is successful in promoting happier playtimes, sorting out minor incidents and helping vulnerable children enjoy their playtime. CPOMS logs behaviour incidents, rag rated (red/amber/green according to severity) as well as SG concerns.

The school is very proactive in promoting internet safety, not only in teaching the pupils but also holding workshops for parents and putting information on the website, including a regular E-safety newsletter.

Pupils feel very safe in school and enjoy attending. They develop excellent life skills and are well prepared for the next stage of their education. They have opportunities to develop some enterprise skills as they go through the school, eg running charity stalls at summer and Christmas fetes and fund raising for charities. They develop an understanding of the needs of those less fortunate than themselves, well in keeping with the mission of a Christian school. Christian charity is also promoted through apt seasonal initiatives such as the "40 Acts of Kindness for Lent", the Lent Appeal for Age UK and regular donations to the church's foodbank.

Risk assessments are thorough. Health and safety are accorded high importance. LA inspections of this area always give the school high marks.

Pupils' personal development, behaviour and welfare is outstanding.

Action to be taken by the school as a result of this visit (as needed)
Follow-up by link inspector at next visit
<ul style="list-style-type: none"> The link inspector will meet with pupils in a future visit

Outcomes			
School evaluation	1	Extent to which evidence contributes to this judgement	SATs and REU evidence supports judgement
<p>Commentary</p> <p>The school's attainment and progress are strong for all year groups. All data is carefully analysed and trends identified. The SLT produces an excellent "school outcomes" report which provides an overview by class and year group of standards and progress for all pupils and all relevant vulnerable groups. This is presented to governors before the autumn half term break.</p> <p>A continuing focus group, for some years, has been Pakistani pupils, usually allied with EAL. The school has engaged with their parents, also involving the local mosque, to improve support at home and has facilitated language classes for their parents at the school. Their performance has improved, with very good progress in some year groups, but as their starting points are low, their attainment is still below the majority of their peers. This therefore continues to be a KLI.</p> <p>FSM/disadvantaged encompasses a relatively small number of pupils; while in some years their performance has been slightly lower than their peers, in Year 6 this year their outcomes were stronger, with higher scaled scores (SS) in reading and mathematics.</p> <p>SEND pupils do well from their individual starting points. This will be analysed in greater detail in the next SEND NOV.</p> <p>An overview of outcomes for 2018 follows:</p> <ul style="list-style-type: none"> Year 1 phonics 98%, above 2017 (96%) and LA (88%). The one pupil not reaching the standard missed it by only one mark. Of the two pupils resitting in Year 2, one attained it. The other is an elective mute. Year 2 attainment at EXS was above LA and above 2017 in writing and mathematics, but there was a drop in reading. Only four of the eight Pakistani pupils reached EXS in reading; the other three who did not had SEND. Disadvantaged pupils (2) reached EXS but not GDS. GDS in RWM was above LA, and above 2017 in writing and mathematics. There was a drop in reading however, which is now a KLI for 2018. More matched pupils who were "emerging" in EYFSP in RWM reached EXS than the percentage in the LA but there were also a number of pupils who did not move from exceeding in FSP to GDS at KS1. The school's known vulnerable group (Pakistani pupils, often with EAL) were significantly lower in EXS and GDS than other pupils. Year 3 outcomes were well above LA. The Pakistani pupils had made very good progress from the end of Year 2, especially in writing and mathematics, to be above LA averages in RWM. The disadvantaged pupil also reached EXS in RWM. Year 4 outcomes were also well above LA. The Pakistani pupils were above LA in RWM, and above their peers in writing. The biggest gap was in reading. Disadvantaged (3) all reached EXS in reading and mathematics. There was some discrepancy in Year 4 between test and TA outcomes in mathematics, but the DHT reported that three pupils had missed EXS in the test by only one mark. Year 5 Pakistani pupils were broadly in line with others for writing and mathematics at EXS and GDS, but lower in reading. The school has identified some factors, to do with vocabulary and understanding of inference, preventing higher attainment for these pupils in reading. SEND affected the outcomes for one of the three disadvantaged pupils in this year group. Year 6 attainment at EXS and HS was above 2017, especially so at HS, and well above LA in all subjects. All indicators were significantly above the floor in attainment and progress. Indeed, Fisher Family Trust (FFT) data put the school in the top 2% nationally for averaged SS, and FFT 15 for progress from KS1 to KS2 for RWM combined. Progress in reading was the same as 2017, +3.4, but rose in writing from 2017 to +3.2 writing and +4.8 mathematics. Pakistani pupils' progress in reading was 2.2 and mathematics 6.5. Reaching EXS in reading was lower for this group than national averages at 63.6%, but higher in writing at 81.8% and an excellent 100% in mathematics and EGPS. Disadvantaged pupils (4) had made exceptionally good progress at +7 average RWM. They also had higher outcomes at 			

<p>EXS and HS than their peers.</p> <ul style="list-style-type: none"> The REU PP gaps analysis shows small gaps between disadvantaged at EXS in years 4 and 5, with a larger gap at KS1 GDS, while at KS2 there is a positive gap. However, caution needs to be exercised in interpretation as the overall numbers are small.
Action to be taken by the school as a result of this visit (as needed)
<ul style="list-style-type: none"> Address the gaps in reading already identified, particularly in relation to Pakistani pupils
Follow-up by link inspector at next visit

EYFS			
School evaluation	1	Extent to which evidence contributes to this judgement	REU evidence and visits to classes support this judgement
<p>Commentary</p> <ul style="list-style-type: none"> EYFS GLD overall was 83%, above 2017 and above LA; there was a small decrease in average total score from 37.4 to 37.1 but still above LA (35.8). The decrease in average total score is due to six children with SEND, two of whom have an EHCP, who had much lower average scores than non-SEND. No children were disadvantaged. Pakistani children (4) had a lower average score than others, but there was a negligible difference between EAL (12) and English first language (48). Lower numbers of summer born children reaching the mathematics ELG has been identified as a trend over some years, and is therefore a KL1 For this year's SDP. 			
Action to be taken by the school as a result of this visit (as needed)			
<ul style="list-style-type: none"> Implement actions to improve mathematics outcomes and support those Year 1 pupils who did not reach the ELG 			
Follow-up by link inspector at next visit			
<ul style="list-style-type: none"> Visit classes in spring term 			

Overall effectiveness			
School evaluation	1	Extent to which evidence contributes to this judgement	The above evidence supports the judgement
<p>Commentary</p> <p>Pupils are positively prepared for life in modern Britain. Fundamental British values are promoted and understood. Their spiritual, moral, social and cultural understanding is excellent, underpinned by the Christian ethos and Gospel Values.</p> <p>The quality of teaching, learning and assessment is outstanding as are all the other key judgements. Safeguarding is effective. The school therefore remains outstanding.</p>			
Action to be taken by the school as a result of this visit (as needed)			
Follow-up by link inspector at next visit			