

Link inspector note of visit

School	St Michaels' CE Primary	Link inspector	Angela Rundle
Dates of visits	COLOUR CO-ORDINATED: AUTUMN: 26/11/18; (19/12/18 SEND); SPRING 11/03/19; SUMMER: 26/06/2019		
Meeting with	Headteacher, Deputy Headteacher; Upper Phase & English Faculty Leader; Senior Leadership Team		

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 newly appointed Headteacher (HT) of St Cecilia's will shortly be meeting St Michael's HT to discuss future of ways of working. Fortnightly meetings have been established and a termly newsletter published.
- 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.
- A summary business plan has been drafted and sent to the LA for consideration. There is no way the school can afford to proceed without LA funding. An offer from the LA to provide an interest free loan for 5 years for part of the sum required is inadequate for the school to proceed.
- Three new class teachers have joined St Michael's this term. One is newly qualified (NQT) the others experienced. Some other staff have moved year group for their professional development.
- Two teacher appointments have been made for September, one NQT and one with a year's experience, to fill expected vacancies. A proactive approach means that the school has had a strong field from which to choose.
- Further staffing changes mean that there will now be four new class teachers in September, two of whom are NQTs, and one part time teacher. One Assistant Headteacher (AHT) has resigned his post and the role will be covered in an acting position by the Middle Phase Leader next term.
- All staffing changes are a result of retirement and relocation outside of London / overseas.
- 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 (KLE) 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 SG 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. A “10 minute” rule ensures that safeguarding concerns are recorded immediately.

Safeguarding continues to have a very high profile, with regular training alternating between outside specialists and in-house provision. An audit will be carried out by an external professional before the end of term (2nd July 2019). The school has finalised its lockdown procedures and already practised them. A trial lockdown was held on 3rd April 2019. The school was fully compliant.

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.

A review of the Board of Governors structure is currently being undertaken, and will be in place for the next academic year. It is hoped to fill the parent governor vacancy at the start of the Autumn term.

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 HT’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 SLT is to be commended for already having prepared an overview presentation of its work in preparation for Ofsted, updated from the previous presentation used for the successful SIAMS inspection. The HT and substantive AHT will continue with their responsibilities for leadership and management, and personal development, behaviour and attitudes as previously. The DHT will oversee the new quality of education area, assisted by the new acting AHT. The presentation clearly identifies “intent” in its teaching and learning principles, and how the “implementation” is to be delivered. The well-established monitoring and assessment systems will analyse “impact” as before.

The SLT is very much a proactive force in the school. For example, appraisal targets have already been identified for next academic year.

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. Pupils particularly love the “express” events which celebrate the end of a project and are often open to parents. Cornerstones also links to science and literacy when possible. Music, computing and sport are taught by specialists.

Subject leadership is delivered through faculties, with each faculty containing two or three teachers. This promotes teamwork for subject co-ordination and allows for better sharing of skills and ideas. The termly faculty reporting format has been changed to make it more effective whilst reducing workload.

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. Classroom displays not only showcase pupils' work but provide useful teaching aids in mathematics and literacy. The library is beautifully organised, and provides an inviting environment to choose and enjoy books. Here, as elsewhere, 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. A new external "Reflection Area" in the shape of an open chalet in the quiet area of the playground is under the care of the Pupil Faith group and provides a reflective space to pray and spend quiet time.

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. The school was awarded the Gold RE Quality mark, the first in Wandsworth to receive this accolade. The HT is generous with her time and expertise in helping schools both within the LA and CE schools in the wider diocese with leadership and management issues.

The expected SIAMS inspection took place in the first half of the spring term. The outcome was highly successful, with the school graded excellent overall and in each additional judgement area. The report specifically praised the school's Christian vision as "profoundly and positively influencing decision making, policies, practice and relationship at all levels.....it serves its diverse community extremely well". It described collective worship as inspiring, and noted how this and the effective RE deeply promoted the spiritual and moral development of pupils.

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.

The Link Inspector met with the Upper Phase/English Faculty leader to discuss the reading KLEs. It is clear that reading is a high priority and promoted in many different ways. The very enjoyable weekly Reading for Pleasure (RfP) sessions invite parents/extended family to the final session at the end of each half term, the last one attended by over 150 family members. The importance of reading is emphasised in the staff handbook. The “Love to Learn to Read” scheme promotes reading for pre schoolers, especially encouraging towards families where English is not the main language. Nelson, the Pet Therapy dog, comes to school twice weekly to support reading for younger and SEND pupils. For example, one pupil who is an elective mute does talk to Nelson. Reading volunteers, some parents and ex parents, as well as trained volunteers from the charity Beanstalk regularly come to school to hear mostly the younger pupils read. Buddy reading sessions between older and younger pupils are another way in which reading opportunities are extended. All teachers also hear their pupils read at least once a week, with this geared towards Guided Reading Groups (GGR) in the Upper Phase. A very useful initiative introduced by the English Faculty Leader is a “mini inference challenge” for years 5 and 6, taking place three times a week as a short activity. It involves the pupils answering three inference questions on a short extract from a current class reading book. It is particularly helpful to develop understanding beyond the literal to tackle greater depth questions and to help EAL pupils, who can struggle with some English language idioms.

The English Faculty Leader reported that the EAL/Pakistani pupil groups in the middle years, as identified by last summer’s outcomes and the KLEs, are making good progress. Most of the individual pupils not reaching expected standards in the summer have now done so; there are SEND concerns with those who have not narrowed the gap. She maintains a thorough overview of progress through monitoring of the planning of English and topic work, reading record books and Target Tracker assessments. Moderation is carried out at faculty led staff meetings.

The partnership with St Cecilia’s has led to some interesting opportunities for collaboration between the teachers of Year 6 and Year 8, who both study Macbeth with their classes. The deeper angles explored by Year 8 provide extension for the most able in Year 6. Another exciting development has been the Teacher Research Group (TRG) looking at transition from Year 6 to 7, to ensure progress in Year 7 and that pupils feel they are being appropriately stretched when they enter secondary school.

As mentioned above, the library is a fantastic and well used asset to encourage a love of reading. It is staffed by Year 6 librarian pupils and two teaching assistants (TAs). A super initiative from the TAs is the creation of a “mobile library” which takes books out into the playground at lunch time.

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.

The Link Inspector visited Year 1, 4 and 5 classes during the spring visit. All classes were doing mathematics. Year 1 were making good use of mini whiteboards and concrete apparatus to order numbers. Years 4 and 5 were learning about improper fractions; pupils were able to reason and explain their answers, using appropriate mathematical vocabulary. While books were neatly kept, in these two classes there was a lot of sticking in to the books, and the school could review whether this is necessary for non SEND pupils who are capable of writing in their own questions.

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 KLEs 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. Attendance to date stands at 97.5%, with 98.3% recorded in the week prior to the visit. Attendance to date in the summer term was 97.7%, ahead of target. The school also reported that punctuality had continued to improve continuously over the last two years, with graphs as evidence.

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. This year’s Well-Being week was again very successful, including daily meditation, mindfulness sessions, a “de-cluttering” afternoon, a silent hour and a pebble decorating session which culminated in a display at the front of the school. The workshop for parents was oversubscribed, with over 150 attendees and more wishing to come. Some staff have attended mental health First Aid course.

The school is well prepared to implement the new statutory requirements for RSE (relationship and sex education). While sex education is advisable rather than compulsory in primary schools, St Michael’s is sensibly choosing to teach this. Thanks to open communication with parents, only four pupils are being withdrawn from these lessons. The RSE curriculum sits well with the school’s PHSE scheme (Jigsaw) and the school is proposing to be an early adopter of the new guidance.

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.

The LI met with a group of pupils from Middle and Upper Phases holding responsibilities (School Councillors, Eco Warriors, a House Captain and a Faith Councillor). All enthusiastically described their roles and their impact, although impact was less clear from the Faith Councillor. All the pupils were clear about what it meant to be part of a church school however and appreciated the extra dimension this brought. The “guardian angel” initiative is especially thoughtful and appreciated by the pupils. All pupils were happy and felt completely safe at school, enjoyed their learning and praised the teachers. They thought that the behaviour of other pupils, often an area of dissatisfaction in other schools, was largely very good.

The School Council runs effectively, and pupils were able to explain successful initiatives they had been involved in. They were especially proud of their input into the school fete, deciding on and helping to run stalls. They explained how one event raised money for their partnership school in Kenya, and mentioned several other charities they support.

Pupils were well informed on internet safety and what was needed to be healthy in mind and body. It was evident that bullying is a rare occurrence; pupils thought Anti-Bullying Week was valuable and said the Listening Post system was effective. Playground Champions were a real help in the playground.

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

- The link inspector will meet with pupils in a future visit (summer)

Outcomes

School evaluation	1	Extent to which evidence contributes to this judgement	SATs and REU evidence supports this judgement
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Commentary

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.

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.

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.

SEND pupils do well from their individual starting points. This will be analysed in greater detail in the next SEND NOV.

An overview of outcomes for 2018 follows:

- 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

<p>national averages at 63.6%, but higher in writing at 81.8% and an excellent 100% in mathematics and EGPS.</p> <ul style="list-style-type: none"> Disadvantaged pupils (4) had made exceptionally good progress at +7 average RWM. They also had higher outcomes at EXS and HS than their peers. 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. The impact of not having a nursery, and the variety of different settings – or none – that the children enter the school from, should not be underestimated. <p>The Link Inspector visited Red class in the spring term, during their carrots/food topic. Topic activities supported the different areas of learning, both inside and outside, and the home corner had been transformed into Reception's Restaurant. Children were confidently able to take on the appropriate roles of waiter and server for their customers. They settled quickly to their chosen activities following the whole class carpet session.</p> <p>The HT reported that this year's cohort were more confident in mathematics than the previous year's and there were far fewer summer born children.</p>			
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			