

Link inspector note of visit

School	St Michael's CE Primary	Link inspector	Angela Rundle
Dates of visits	28/10/2019; 15/01/2020;		
Meeting with	Headteacher, Deputy Headteacher, Assistant Headteacher; Acting Assistant Headteacher		

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

Note for Autumn NOV – all sections will not be completed fully. Please refer back to Summer term NOV (26.06.2019) for a complete overview.

School's analysis of the latest results and any significant changes since the last visit

- Overall, outcomes remain high and well above national averages.
- Phonics results, 86% reaching the expected standard, were down from last year (98%) and broadly in line with the LA (85%). Of the seven pupils who did not reach the threshold, four had SEND. Teacher assessments (TA) in reading at 95% indicated only three pupils not teaching the expected standard (EXS). It would be worth looking to see which pupils were EXS but did not get the necessary 32 words to satisfy the phonics screen; for example, was it nonsense words that caused misreading? The school is revising its way of teaching phonics to provide more whole class teaching and groups only formed where targeted support is felt to be necessary. Previously there were up to 11 set phonics groups.
- The two Year 2 pupils retested in the screen reached the threshold.
- KS1 results - teacher assessments (TA) for reaching the expected standard (EXS) were broadly in line with the previous year, and above LA averages. Greater depth (GD) in reading, writing and mathematics (RWM) was higher than 2018 and high in comparison with the LA.
- Year 3 results showed good progress for the cohort from the end of Year 2, especially in writing.
- Year 4 outcomes showed a drop in RWM from the numbers in the cohort reaching EXS at the end of Year 3, especially so in mathematics. The school has already identified an issue in the teaching of mathematics in one of the classes, but should also look to see what factors may have contributed to the apparent drop in numbers reaching EXS in literacy.
- Year 5 results showed good progress from the end of Year 4.
- KS2 results – all outcomes at EXS and higher standard (HS) were above LA/national. There was a dip in reading at EXS, as there was nationally and in the LA; however the numbers reaching the higher standard (HS) in reading were high at 56%. Progress scores were high in reading (+2.9) and writing (+2.1) but not as strong as in the previous year in mathematics (+1.9). A closer look at prior attainment showed that more “middle” pupils (prior attainment 2B) had achieved EXS and HS in mathematics than the LA average, but fewer 2As and 3s had reached HS than the LA.
- Pupils with SEND support (8) had an average scaled score of 103.6 at KS2; below their non-SEND peers (109.4) but above the LA average (100.5).
- Disadvantaged pupils are small in number. At KS1, the only disadvantaged pupil reached EXS in RWM but not GD. At KS2 (8 pupils) the gap was negative for EXS and HS. There was overlap here between Asian and EAL, who overall had lower outcomes than the cohort average.
- The IDSR (Ofsted Primary Inspection Data Summary Report) for 2019 shows the school in the top quintile for progress and attainment at KS2 in all subjects except maths progress and reading attainment, where it is in the second quintile (top 40%). KS1 RWM attainment is all top quintile and Year 1 phonics is second quintile.
- The school is to be commended for producing a model for a focused link inspector (LI) visit on disadvantaged pupils, complete with note of visit (NOV) template. This will be available for use by other LIs in their schools. The first spring term visit will look at the St Michael's prepared NOV. The school is currently revising its three year PPG strategy plan.
- An ongoing focus for the school for a number of years has been the performance of EAL/Pakistani pupils in literacy. There has been good progress here in the Year 3 and 4 objectives the school had set itself (see Key Lines of Enquiry (KLEs) school's update). At KS2, four of the seven Pakistani pupils reached EXS in reading, two of them at HS. Reading will be an SDP priority.
- Seven teachers are new to the school this term; two of them are NQTs. Three classes are job shares and there are now two part time music teachers covering a full timetable. The previous Middle Phase leader is Acting Assistant Headteacher (AHT), following the resignation of the second AHT last term. The Headteacher (HT) reported that the acting AHT has brought a fresh focus to the SLT.
- The grounds have been further enhanced by the removal of the pond and installation of an outdoor

- classroom/performance area, with an artificial grass area making it suitable for all year use.
- Following the resignation of a reception and a part time KS2 teacher at the end of last term, two experienced agency teachers have joined the staff.

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

- To develop a more systematic way of teaching and assessing reading
- To further embed Maths Mastery across the school, with a focus on Year 5 (81% reached EXS in the Year 4 test)
- To embed the Jigsaw PSHE curriculum throughout the school – including all aspects of RSE
- To extend the culture of kindness, respect and good manners across the school

Aspects that could be shared with other schools

- There are many aspects in which the school embodies excellent practice and is happy to share ideas. The HT and her SLT are generous with their time and expertise and welcome other professionals to see how things are done “the St Michael’s way”. In addition, the HT is active within the CE schools cluster group, in which the church schools regularly meet to share good practice and solve problems together. As a church school, RE is a core curriculum area, and the school’s excellence has been recognised by the RE Quality Mark. Non faith schools could however share the school’s ideas for the teaching of other faiths than Christianity.

The quality of education

School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
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Commentary on curriculum intent, implementation and impact

The intent of the curriculum is strongly led by the school’s Christian ethos and motto, “Working Together for the Good of All”. The school’s vision, summed up in Create – Equip - Partner, is to create a nurturing environment of respect in which pupils develop the confidence and skills to reach their full potential, in partnership with home, church and the community.

The Cornerstones foundation subject curriculum is cross curricular and has been very successful in providing enjoyment, awe and wonder – with very positive pupil feedback. The school has reported that progression within subjects is clearer; the current SDP priority related to this is to provide further support for planning, assessment and moderation.

The school has recently made some fundamental changes to its marking practices, with a much higher emphasis being given to verbal feedback and a reduction in the amount and depth of written feedback. SLMT attended a Shirley Clarke training course, which has refined marking and assessment practices. This has required a sea change in relation to reward systems, and its implementation and overall impact will be monitored.

The school has adopted Professor Barak Rosenshine’s 10 Principles of Instruction to improve effectiveness of teaching. These form part of the SLT’s Learning Walk monitoring sheet. Ongoing formative assessment is a key feature; the LI saw teachers putting this and other principles into practice during her short visits to the NQTs’ classes.

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

Follow-up by link inspector at next visit

- Short visit to NQTs’ classes
- Spring visit 2 - observation of Year 1 phonics session, meeting with English faculty leads and hearing some pupils from years 2 & 4 read/Guided Group reading in Yr 3?

Behaviour and attitudes			
School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
<p>Commentary</p> <p>Attendance and lateness are rigorously monitored and followed up by the school. Attendance last year (three terms) was 97.8%, ahead of target and a further improvement on 2017-18 (97.4%). Attendance to date to the autumn half term stood at 97.9%.</p> <p>The attendance last year of SEND pupils was comparable to that of non SEND (2.3/2.2% absence). FSM eligible absence was higher at 3.2% but well below the LA average. Highest absence was from Pakistani (45 pupils) at 4.2% (REU Autumn and Spring term data 2018/19). The HT attributed much of the latter to unauthorised holidays.</p> <p>The school held two non-attendance panels (SNAPs) and one late attendance panel (SLAP) last year. These panels are effective - punctuality improved in comparison with the previous year, as did attendance. There were no exclusions last year, nor in 2015/16 and 2016/17. There was a fixed term exclusion in 2017/18, but well below LA and national averages.</p>			
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"> Meet with acting AHT, responsibility for staff/parent/pupil voice surveys, next visit 			

Personal development			
School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
<p>Commentary on personal development, SMSC, RSE</p> <p>Although not choosing to become a formal “Early Adopter” school, St Michael’s has implemented all aspects of the RSE curriculum, which will become statutory in 2020. There have been no objections from parents. The SLT gave separate presentations to governors; teaching and support staff; and parents, including one session delivered in Urdu. This has removed the danger of “misinformation” and ensured that all understand that there has been little change from the school’s previous teaching and good practice in this area.</p> <p>Pupils are positively prepared for life in modern Britain. Fundamental British values are promoted and understood. These are part of class teaching, as well as collective worship. For example, the spring term collective worship themes related “Fruits of the Spirit” to British values. Pupils’ spiritual, moral, social and cultural understanding is excellent, underpinned by the Christian ethos and Gospel Values.</p> <p>The school makes regular opportunities for prioritising areas of personal development. For example, the annual Wellbeing Week, held in the spring term, has become a regular and valuable part of the school year, benefitting both staff and pupils. This year the headline is “Find you’re brave” encouraging pupils to speak up for themselves, improve their personal safety and help them handle anxiety issues. This is complemented by the school being one of the Southfields cluster of schools taking part in the NHS England Mental Health Support “Trailblazers” programme. Buddy activities, with older pupils paired with younger ones, are a popular part of Wellbeing Week, and the LI suggested some ways in which these could be extended across the year.</p> <p>The school also takes part in the national Anti-Bullying Week. This year’s theme was “Change starts with us” and made a powerful contribution to harmonious peer relationships. The Guardian Angel initiative, with its random acts of kindness, is a lovely feature of the week.</p> <p>In addition to taking part in the national safer internet day, pupils receive e-safety lessons each term.</p>			

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"> Meet with AHT with responsibility for personal development at the next visit

Leadership and management			
School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
<p>Commentary on leadership and management, governance, use of pupil premium, inclusion and off-rolling, safeguarding</p> <p>Safeguarding (SG) is exemplary at the school. A high priority is accorded to training. The HT confirmed that the audit carried out by an external professional last term found no areas of concern. The Acting AHT's monthly safeguarding pupil voice interviews ensure that any concerns from the children are swiftly identified. The electronic CPOMS system ensures that close monitoring of vulnerable pupils and communication between relevant staff is possible.</p> <p>The only vacancy on the Governing Body (GB) is for a parent governor; this will be filled this term. Two new governors have joined the GB. The parent governor vacancy election was successfully held electronically; the other new governor represents the PCC. GB operating procedures have been streamlined in relation to committee functions and will be a focus for the summer term visit. Governors are provided with monthly reports on safeguarding and the budget, and half termly SLT reports prior to GB meetings.</p> <p>The school is very responsive to the needs of its stakeholders, and undertakes regular surveys of staff, parents and pupils. The school has 111 Parent View responses showing an overall very positive opinion of the school. A "soft start" to the school day has addressed parent and teacher concerns of overcrowding in the playground at the beginning of the school day. Staff surveys identify ongoing work load issues, common to all schools, but the SLT has actively tried to address some of these, for example through improving staff meeting organisation and marking practices. Communications methods have also been improved as a result of the survey.</p> <p>The first spring visit looked at the comprehensive note of visit (NOV) style report that the school has produced on its disadvantaged pupils. The school is to be commended for such a thorough piece of work, the template for which has been shared with other schools in the LA.</p> <p>Disadvantaged pupils are small in number (currently 12 FSM or FSM ever, and eight forces pupils PPG). While some outcomes are not as high as their non-disadvantaged peers, progress and attainment are higher than those of national non-disadvantaged pupils at KS2. A survey of the parents of disadvantaged pupils found a high level of satisfaction and has led to a further improved after school clubs' provision for their children. Subject to clarification of some of the statistics relating to progress and attendance, the LI was happy to validate the report and submit to the LA.</p> <p>The school does not off-roll.</p> <p>The comprehensive school website is fully compliant and provides an excellent showcase for the school.</p>			

Action to be taken by the school as a result of this visit (as needed)
<ul style="list-style-type: none"> Complete 3 year Pupil Premium strategy plan Finalise disadvantaged focus NOV and send to LI
Follow-up by link inspector at next visit
<ul style="list-style-type: none"> Discuss school's completed disadvantaged pupil focus NOV exemplar, and the school's Pupil Premium Strategy Plan Meet with some governors (summer term)

Quality of early years education			
School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution

<p>Commentary</p> <ul style="list-style-type: none"> • EYFS GLD overall was 83%, the same as 2018 and above LA; there was a small decrease in average total score from 37.1 to 36.9 but still above LA (35.5). • One child was disadvantaged, with a below average total score (34). • Pakistani children (4) had a much lower average score than others (20), which contributed to the big difference between EAL (11) average score 28.7, and English first language (48), average score 38.7. • 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.
Action to be taken by the school as a result of this visit (as needed)
<ul style="list-style-type: none"> • Ensure appropriate support for EAL children in current Reception and those now in Year 1, who need to catch up.
Follow-up by link inspector at next visit

Overall effectiveness			
School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
<p>Commentary</p> <p>The quality of education 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			