

St Michael and All Angels Catholic Primary School

Stonyford Road, Wombwell, Barnsley, South Yorkshire , S73 8AF

Inspection dates 11–12 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through school in reading, writing and mathematics.
- Children get off to a strong start in the Early Years Foundation Stage. As a result, they are happy, curious and eager to learn when they start Year 1.
- The quality of teaching is good. It is sometimes outstanding. Teachers skilfully question pupils to help them retain facts and deepen their understanding.
- Teachers make good use of attractive resources including information and communication technology (ICT) and links between different subjects to make learning exciting.
- Pupils of all abilities from many ethnic backgrounds work and play in harmony. They are well behaved and feel safe. Well planned activities promote pupils' spiritual, moral, social and cultural development well.
- The executive headteacher's clear and thorough direction is driving the school forward. She is well supported by a purposeful leadership team and a good governing body. As a result, the school is well placed to continue to improve.

It is not yet an outstanding school because

- Although marking is good overall, some opportunities to guide pupils to check and improve their own work are missed.
- Occasionally, teachers do not set sufficient challenge to all pupils through the course of the lesson.
- Teachers do not always make the best use of other adults in the classroom to further increase pupils' progress.

Information about this inspection

- The inspector observed eight lessons including six joint observations with members of the senior leadership team. The inspector also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body and another member of the governing body, a representative of the local authority and members of staff including senior and subject leaders. The inspector also heard pupils read in both key stages.
- The inspector took account of 16 responses to the online questionnaire (Parent View). The inspector also spoke to several parents and analysed the school's own consultations with them.
- The inspector observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils are from White British families.
- The proportion of pupils from ethnic minority backgrounds, including those from travellers' families, is above average. The proportion who speak English as an additional language is about average.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is average.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is in a federation with Sacred Heart Catholic Primary School and St Helen's Catholic Primary School. The federation is led by an executive headteacher who was appointed since the last inspection, as was the assistant headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and accelerate pupils' progress further by:
 - using marking and feedback more effectively to involve pupils in checking and improving their own work
 - making good use of teaching assistants and other adults to maximise pupils' progress
 - ensuring pupils are sufficiently challenged from the start to the end of the lesson.

Inspection judgements

The achievement of pupils

is good

- Children start the Early Years Foundation Stage with skills which are generally below those typical for their age. They progress well through carefully structured and imaginative activities establishing early reading, writing and number skills and a curiosity about the world around them.
- Pupils achieve well through the rest of the school. There is a good trend of improving standards in English and mathematics and they are at least average by the time pupils leave at the end of Year 6.
- Overall, the school is reducing the gap between the standards reached by pupils in receipt of free school meals and those of other pupils nationally. In 2012 they were just over two terms behind the average in national tests and assessments and current work shows that they are now closer still to expected levels in English and mathematics overall.
- Pupils read fluently and widely. Pupils in Years 1 and 2 tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds.
- By Year 6 pupils read with expression and understanding. They have a good awareness of the writing style of past and present authors and how, for example, they use metaphors and similes to describe characters and settings. Pupils, particularly the more able, acquire good skills for reading non-fiction texts accurately and at speed and use these well in their studies, for example, of mountains.
- Pupils write well for a wide range of reasons. For example, they write poems, newspaper articles and biographies on themes such as 'Bygone Barnsley' and volcanoes. Spelling and punctuation are largely accurate. Handwriting is legible although not always as fluid as it could be.
- Pupils' mathematical skills are generally well developed and have improved since the last inspection. They develop mental recall of mathematical facts, including place value, well and useful strategies for calculations such as multiplication and division. Pupils increasingly apply these skills well in practical, problem-solving situations such as exciting games to help them measure periods of time in Year 2 or using research on mountains to understand that a line graph tracks data over time in Year 6.
- Pupils with special educational needs make good progress. The robust focus through school on ensuring all pupils develop good basic literacy and numeracy skills contributes to the gains they make. Sensitive additional support, when needed, boosts learning further. This also contributes to the progress made by pupils who speak English as an additional language, including those from traveller families.

The quality of teaching

is good

- Teachers make good use of accurate assessments to plan lessons and build systematically on pupils' earlier learning.
- Literacy and mathematical skills are taught well through direct, sharply focused lessons. Teachers expect pupils to apply these skills consistently and in different subjects. Pupils have precise targets and success criteria to work towards which teachers share with them well. These help build basic skills systematically and rapidly. They are always presented in a way pupils enjoy and in which they are involved.
- Teachers often inspire their pupils through imaginative and engaging activities. They use ICT, games and quick-fire questions to grab pupils' interest, reinforce early learning and introduce new ideas. For instance, in Year 4 pupils challenge each other in dictionary and punctuation games.
- Staff make good use of links between different subjects to make learning purposeful and engaging. For example, in the Early Years Foundation Stage children make good use of prints and designs using fruits and vegetables to improve their early writing and coordination skills and

deepen their understanding of the story of the 'Very Hungry Caterpillar'.

- Reading and writing skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through fast-paced work closely matched to pupils' ability, regardless of age. Pupils of all ages have good opportunities to read to others during the day which improves their fluency and expression.
- Relationships are particularly good. Teachers manage pupils' behaviour well and pupils are taught in a calm and pleasant environment.
- Teachers encourage pupils to think for themselves well and to make good use of reference points such as 'learning walls' or the internet to find things out.
- Although the quality of teaching is good it is not yet outstanding overall.
- Teachers occasionally miss opportunities to make full use of all adults in the classroom to boost pupils' progress. For example, whilst teaching assistants provide skilled teaching to pupils with special educational needs, they are less well used to step in when others need help.
- Very occasionally, teachers do not set an urgent pace to learning because they talk to the pupils for too long and repeat information rather than let them start work and find out for themselves.
- The overall use of marking is good in English and mathematics. However, teachers do not always involve pupils enough in checking and improving their own work.

The behaviour and safety of pupils are good

- The school is calm, friendly and orderly. Pupils are well behaved throughout the school. They listen attentively to teachers and their peers. The 'buddy' system for children new to the school contributes to the good start they make in the Early Years Foundation Stage.
- Pupils particularly enjoy and benefit from the varied and extensive outdoor areas. They proudly care for the school's chickens, for example, and spend reflective time in the 'Peace Garden'.
- The school works well with parents of pupils who have social, emotional or behavioural concerns. These pupils make good progress in learning to manage their own behaviour. Consequently poor behaviour is rare and there have been no recent exclusions.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and feel that very little of this goes on. The pupils feel safe and well cared for. They make a very good contribution to the maintenance of school rules through, for example, their roles as school councillors.
- The pupils respond well to the spiritual, moral and social guidance they receive. Consequently, they have a very good understanding of moral and ethical issues through their studies on conservation, Fair Trade and other global topics.

The leadership and management are good

- The executive headteacher's clear vision for improving on the school's success is shared by all staff, governors and parents. She provides motivating leadership through well researched and presented policies. Senior leaders provide good role models and are skilled in observing and developing the quality of teaching, although some are still new to their roles.
- The systems to help teachers and leaders to be even better at their jobs are challenging and applied well. Staff are held accountable for the progress their pupils make and are subject to fulfilling stringent criteria to achieve the next salary level.
- The school receives appropriate light-touch support from the local authority. The school makes good use of links across the federation and with other local schools. This has contributed to developing what is provided in the Early Years Foundation Stage and the teaching of reading and numeracy skills.
- A strength of pupils' learning is the rich curriculum. Subjects are interwoven through central themes and supported by a range of visitors and visits. For example, the school makes good use of local history and personalities, such as Olympic athletes, to raise pupils' self-esteem and bring

learning to life. Pupils' spiritual and cultural awareness is well developed through their studies of different faiths and participation in religious celebrations and those for the travelling community.

- The school works well with parents and keeps them fully informed through newsletters and the website. The partnership with parents has a particular impact on supporting pupils with special educational needs
- The school tackles any issues of discrimination well and this contributes to the harmony within the school community.

■ **The governance of the school:**

- the governing body is well led and well informed through detailed reports from the executive headteacher and the governors' own checks on the school's work. The governing body makes good use of training opportunities, for example on safeguarding and the induction of new members. Governors are involved in the school's procedures for gaining an accurate view of its performance and they have undertaken an audit of the work they carry out and how successful it is. They make good use of detailed assessment data to plan the use of funds, such as pupil premium funding. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106641
Local authority	Barnsley
Inspection number	413096

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Eddie Goddard
Headteacher	Lynda Hoyle
Date of previous school inspection	25 May 2010
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