

# St Michael's Church of England Primary School

School Road, Sunninghill, Ascot, SL5 7AD

**Inspection dates** 25–26 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils' achievement requires improvement because the progress they make is not consistently strong throughout the school.
- Teaching requires improvement because the quality is variable and does not lead to good learning overall for pupils during their time at the school.
- Pupils' progress slows when teachers do not use information from checks on pupils' progress to plan work that builds on what they know and can do already, or when tasks are not sufficiently challenging, particularly for the most able.
- Pupils do not learn quickly when work does not help them to practise and reinforce key skills. This is because planning does not always make sure that teaching deepens pupils' knowledge and understanding of subjects securely and swiftly.
- Leaders, managers and governors have not made sure that good standards of teaching and pupils' good achievement have been maintained since the previous inspection. Until recently, underperformance in the quality of teaching has not been tackled effectively.
- Leaders in charge of subjects are not yet sufficiently involved in supporting the school to improve further.
- Although checks are now made regularly on the quality of teaching, these do not always identify quickly where further improvements can be made.
- Additional funding to support disadvantaged pupils is not used well enough to help them to make consistently good progress.

### The school has the following strengths:

- The school successfully encourages all pupils to respect others and behave well.
- Pupils are polite and confident young people. They have good attitudes to learning and attend school very regularly.
- Pupils know how to keep themselves safe.
- The school is improving. A programme of support, training and development for staff and better checks on how well pupils are doing are helping to increase rates of pupils' progress.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 18 teaching sessions, including four joint observations with the headteacher.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's information showing pupils' progress.
- They looked at a range of documents provided by the school, including assessment information, the school action plans, the self-evaluation report, records of the monitoring of lessons and information relating to how teachers' targets are set and professional development. The school website and records relating to safeguarding were also checked.
- The inspection took account of 62 responses to the Ofsted online survey (Parent View) and the school's analysis of its own recent survey of parents' and carers' views. Inspectors spoke informally to parents and carers at the start of the inspection and also considered 20 responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector

Additional Inspector

John Taylor

Additional Inspector

## Full report

### Information about this school

- St Michael's is slightly smaller than the average-sized primary school.
- The proportion of pupils who are supported through school action is below the national average. An average proportion are supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is below the national average. There are currently no looked after children and very few children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in one Reception class.
- There have been a number of changes in teaching staff in recent times. The headteacher joined the school in April 2012.

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

- Enable pupils to make rapid progress across all year groups, by making sure that all teachers:
  - have high expectations of what pupils can achieve in lessons, particularly for the most able
  - use information from checks on pupils' progress to plan suitably challenging tasks for pupils
  - plan activities that help pupils to practise new learning and develop key skills securely
  - plan the curriculum, particularly in reading, writing and mathematics, to help pupils develop their knowledge and understanding in subjects and build up their skills quickly as they progress through the school.
- Improve the effectiveness of leaders and managers by making sure that:
  - checks made on the quality of teaching identify priorities for further improvement more sharply so they are tackled quickly
  - teachers in charge of subjects develop their roles in checking the quality of teaching and securing further improvements within their areas of responsibility.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make rapid progress through the school because teaching has not ensured they make consistently strong gains in their learning over time. As a result, pupils' attainment in reading, writing and mathematics by the end of Year 6 is not as high as at the time of the previous inspection and is only broadly average overall.
- Children join the Reception class with skills and capabilities that are generally those expected for their age. Their attainment is average by the time they enter Year 1 because children in Reception do not make sufficiently rapid progress to raise their attainment above national expectations and very few children exceed national averages.
- Faster progress in some classes where teaching is better, particularly for older pupils in Key Stage 2, together with pupils' positive attitudes to learning, is beginning to raise standards in reading, writing and mathematics. Achievement requires improvement because teaching has not yet led to sustained improvement in rates of progress and pupils' attainment throughout the school.
- Attainment in reading is higher than in writing and mathematics at the end of Year 6 because pupils are encouraged to read very regularly. Older pupils talk confidently about the books they enjoy. Pupils in Year 3 are enthusiastic to spend time each week in the Reception class reading with younger pupils. Inconsistencies in the teaching of phonics for younger pupils mean that some pupils do not build up their confidence in reading unfamiliar words quickly enough. In last year's Year 1 phonics screening check (knowledge of letters and the sounds they make), a similar proportion to the national average reached the expected level.
- The progress made by disabled pupils and those who have special educational needs requires improvement. Extra support, closely tailored to the individual needs of selected pupils, has been recently introduced and is helping to increase rates of learning in line with other pupils, although progress is not yet consistently good.
- The progress of the most able pupils requires improvement because not enough of these pupils make consistently swift progress and reach the highest standards.
- The pupil premium has funded a variety of activities, including additional support and participation in extra-curricular activities. In last summer's national assessments, the gap in attainment in reading between Year 6 pupils who benefited from the pupil premium and other Year 6 pupils showed that they were about half a year behind, which is a better performance than that found nationally. In writing and mathematics the eligible pupils were about a year behind the others, which is a wider gap than that found nationally. Although recent checks on rates of learning for pupils known to be eligible for the pupil premium show better progress, their achievement requires improvement overall, which is why a review of the school's use of the pupil premium is recommended.
- Using the additional primary sports funding, the school has appointed a specialist sports coach as part of its effective drive to increase the participation of all pupils in physical activities. Pupils have positive attitudes to keeping physically fit and healthy. They appreciate the extra-curricular sporting clubs that the school runs and participate in competitions with other primary schools. Together with the team sports they play, these motivate them to reach good standards. Training for staff is part of the school's strategy to sustain the positive impact of the funding.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it has not secured good achievement for pupils over time. The school has an increased focus on the quality of teaching which is helping to increase pupils' progress but variability in the standard of teaching and pupils' work remains.
- Teachers' expectations of the pupils are not always high enough. Pupils do not make as much progress as they should, particularly when pupils of varying abilities do the same work or the

most able pupils do tasks which do not stretch them.

- Pupils are not always given work in mathematics that deepens their knowledge and understanding of key concepts or to apply these in new situations.
- Pupils set themselves to work quickly and conduct themselves well so that lessons run smoothly. The pace of learning slows in reading and writing sessions when they have to wait for further work to do after finishing a task, or when teachers do not make sure pupils put their efforts into tasks that will practise and reinforce what is being taught.
- Improvements to the frequency and accuracy of the checks made on pupils' progress are helping leaders to track the progress pupils make in reading, writing and mathematics. The information gathered from assessments is helping to identify more quickly those who need additional help, but it does not always result in work that is suitably challenging for all pupils, particularly the most able.
- In the Reception class, staff make detailed observations of children's progress but do not use the information gained to plan tasks in the indoor and outdoor areas that build effectively on what children already know and can do to extend their skills. Children have access to a variety of resources but their impact on learning is diminished when children are not guided on how to use these to deepen their knowledge and understanding.
- Teachers generally mark pupils' work regularly and, as a result of additional training for staff, written feedback on pupils' work makes clear how they might improve further. Older pupils say this is particularly helpful and appreciate the additional personalised challenges that the teachers now set them when they mark their work.
- Additional adults support teaching effectively and help disabled pupils and those who have special educational needs to keep up with the others in lessons and thereby improve their skills.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good as the school's records of pupils' behaviour show. They are polite, friendly and hard-working. Pupils get on well together and cooperate successfully because the school fosters equality, equal opportunities and positive relations.
- Pupils behave well in lessons, and are eager and ready to learn. They follow teachers' instructions quickly, respecting and following well-known routines. Behaviour is not outstanding because, occasionally, when work in lessons is not hard enough or when pupils have to wait to find out what to do next, their attention wanders a little, but without interruption to lessons.
- In the Reception class, personal and social skills are fostered well because children share resources and readily join in activities together. They are happy and settled and follow well-established routines and guidance from staff.
- Pupils conduct themselves well outside the classroom, without needing to be reminded of what is expected. They line up very quickly at the end of break time and wait sensibly until it is the turn of their class to walk back to their classroom.
- Older pupils show caring attitudes towards the younger ones, for example by making sure that children in the Reception class are happy and feel safe at break times.
- The school's work to keep pupils safe and secure is good. In the Ofsted survey of parent views and in the school's own recent questionnaire, the overwhelming majority of parents and carers agree that their child feels safe at the school.
- Guidance and discussions during anti-bullying week help pupils have a clear understanding of what constitutes bullying and what does not, and what action to take should it occur. Incidents of bullying are rare, as the school's records show. Pupils are confident that, when occasional name calling occurs, demeaning remarks are made or someone is deliberately left out, staff will deal with it promptly.
- Pupils have a good knowledge of how to avoid risks. Advice and guidance on safe practices when using computers and other information and communication technology, how to cross the road and workshops for older pupils on cycling proficiency, together with swimming lessons for pupils in Years 4, 5 and 6, all help pupils develop a good awareness of how to keep themselves

safe.

- Attendance is consistently above national averages because the school makes sure the whole school community understands the importance of attending school very regularly.

## The leadership and management

## require improvement

- Leaders have not made sure teaching quality is good all the time. The school's increased focus on the quality of teaching and its impact on learning is now helping to drive improvement and create a culture of higher expectations, but checks on teaching are not always identifying quickly where further improvements can be made.
- The headteacher and governors share a commitment to bring about improvements and work with the support of the staff. They make sure that key priorities for improvement in whole-school planning are appropriately selected. However, leaders of subjects are not yet sufficiently involved in checking the quality of teaching within their areas of responsibility to secure rapid improvements. As a consequence, the quality of teaching is variable and pupils do not achieve well.
- Planning for reading, writing and mathematics does not always help pupils deepen their knowledge and understanding well, because it does not ensure that they build up skills quickly as they progress through the school.
- The school demonstrates its capacity to improve. Training for staff to improve teaching quality shows an impact on raising achievement in the school's most recent assessments. It has helped to improve the quality of teachers' marking and feedback on pupils' work. Underperformance has been tackled. Pupils' positive behaviour and attitudes to learning have been maintained since the previous inspection. Attendance has remained above average, and risen further, partly because of clear communication with, and expectations of, parents and carers.
- The school's core values of listening, enjoyment, acceptance and friendship are on display around the school. They are regularly emphasised and discussed in assemblies and class discussions. Very close links with the local church, charity fund raising, singing in the school choir and learning to play musical instruments underpin the school's provision for spiritual, moral, social and cultural development. This helps to promote pupils' good behaviour and attitudes.
- Since the previous inspection, the local authority has given limited support to the school.
- **The governance of the school:**
  - The governing body takes a keen interest in all the school's work. Recently, new members have brought relevant expertise to the governing body that it uses to support the school. They understand the information they receive from the headteacher about how well pupils are doing and how it compares with other schools. They know the quality of teaching and are well informed about the targets teachers are set and how underperformance has been addressed. They provide challenge to school leaders and are ambitious to see the school improve further. Governors take advantage of relevant training available for their roles. Through close working with the school, they know that the school makes sure that safeguarding arrangements meet statutory requirements. Because the governing body is now effective, a review of its work is not required.

## 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

<b>Unique reference number</b>	110019
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	431455

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Evans
<b>Headteacher</b>	Jo Holt
<b>Date of previous school inspection</b>	14 May 2009
<b>Telephone number</b>	01344 622962
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