

St Michael's Church of England Primary School

Hazel Grove, Bedworth, Warwickshire, CV12 9DA

Inspection dates		29–30 January 2014	
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Standards have fallen to below the government's minimum expectations for attainment and progress. Standards are well below average in reading, and below average in writing and mathematics.
- Pupils' progress is too slow in English. Progress in mathematics is better, but still requires improvement.
- Expectations of pupils are not high enough.
- Pupils do not know the next steps they need to take to move their learning on.
- The school has not done enough to identify the gaps in pupils' knowledge and understanding.
- The teaching of phonics (the sounds letters make) is weak and so does not give a secure basis for developing good reading and writing skills, particularly for boys.
- Handwriting, spelling, punctuation and grammar, identified as key issues in the previous inspection, are still poor.
- Pupils lose interest in learning when teaching is weak. They have poor attitudes to homework because teachers do not check to see it has been completed.
- Leaders' checks on the quality of teaching are insufficiently rigorous. As a result, the school's view of its own performance is inaccurate, and weaknesses identified by the previous inspection have not been successfully tackled.
- Subject leaders' understanding of performance data is weak. This limits their ability to bring about improvement.
- Governors do not have enough information about pupils' achievement, or understand it clearly enough, to hold leaders to account for the school's performance.

The school has the following strengths

- Children make good progress in the Nursery and Reception Years.
- The school has successfully integrated pupils who had struggled in other schools.
- The school's work to keep pupils safe and secure is good.

Information about this inspection

- The inspectors visited parts of 22 lessons, including two joint observations with the headteacher and one with the deputy headteacher.
- They looked at work in pupils' books, listened to them read and observed playtime activities.
- Meetings were held with the headteacher, three members of the governing body, staff and pupils. A telephone discussion was held with a representative of the local authority.
- Documents looked at included the school's summary of its own strengths and weaknesses, information on pupils' progress, and documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 12 responses to the Ofsted online survey (Parent View) and through meeting parents before school.

Inspection team

Mary Le Breuilly, Lead inspector	Additional Inspector
Tracey Kneale	Additional Inspector
Glen Goddard	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- St Michael's Church of England Primary School is slightly bigger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is smaller than average.
- A higher than average proportion of pupils is known to be eligible for the pupil premium. This is additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and children whose parents are in the Armed Forces.
- There is a higher proportion of disabled pupils and those who have special educational needs supported at school action level than is seen in most primary schools and the proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils joining and leaving partway through their primary school education is much higher than average.
- A children's centre linked to the school shares the school site. It was not part of this inspection.
- The school does not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching by ensuring that:
 - there are high expectations of pupils
 - gaps in pupils' knowledge and understanding are identified and action is taken to close them
 - pupils understand the next steps they need to take in their learning
 - questioning enables pupils to think more deeply.
- Ensure that the progress of boys and girls in reading, writing and mathematics is consistently good or better by:
 - making phonics sessions more demanding so pupils acquire these skill more rapidly
 - improving the quality of pupils' handwriting, spelling, punctuation and grammar
 - increasing the importance and impact of homework throughout the school.
- Increase the effectiveness of leadership and management by:
 - improving the rigour with which school leaders hold teachers responsible for the progress pupils make
 - improving governors' and all staff's understanding of the school's strengths and weaknesses
 - ensuring that plans for improvement deal with accurately identified weaknesses quickly through clear actions, targets and time frames
 - improving the use of information about pupil progress by teachers and school leaders so that weaknesses are identified more accurately

- ensuring that governors are provided with and understand accurate information, to hold the school to account for pupils' standards and progress.

Ofsted has made recommendations for action on governance to the authority responsible for the school. 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 is inadequate

- In the two years since the previous inspection, standards and rates of progress have declined. The progress pupils make varies from class to class. Their overall progress in mathematics requires improvement and it is inadequate in English.
- Pupils start in the Nursery with skills and knowledge that are, on the whole, just below those typical for their age. When pupils left Year 6 in 2013, standards had declined to well below average in reading, and to below average in writing, spelling, punctuation, grammar and mathematics.
- In the Nursery and Reception classes, children make good progress. They are well prepared for Year 1 and in many aspects they are working at levels that are similar to or slightly above average.
- The phonics check carried out in Year 1 showed that pupils' understanding is below the average level and pupils are not learning to read and write quickly enough. Last year the gap between boys and girls widened in Year 1 and very few boys gained the expected level, nor in the retakes in Year 2.
- Too much reliance is currently placed on the skilled teaching and high quality support in Year 6 to help pupils catch up. The school's information shows that, in each of Years 1 to 5, progress in either English or mathematics was inadequate last year. This is because the school is not systematically identifying gaps in pupils' knowledge, nor acting quickly to close them.
- Pupils' basic literacy and numeracy skills are low. For example, in a Year 5 class pupils were still being reminded about the use of full stops, and in a Year 3 mathematics lesson pupils were still using their fingers to add up to ten.
- Disabled pupils and those who have special educational needs make similar progress to their peers. The support provided helps them feel fully included and confident to learn.
- Progress and attainment are inconsistent and vary for the pupils supported by the pupil premium funding. By the time pupils left at the end of Year 6, their attainment was a term ahead of other pupils in mathematics but one and a half terms behind in reading and half a term behind in writing.
- More-able pupils do not make enough progress in reading and writing and the percentage gaining higher levels is well below average. In mathematics, their progress is closer to average.

The quality of teaching is inadequate

- Pupils' workbooks and pupil progress information collected by the school show that teachers do not always have a good understanding of the steps needed to move pupils on to the next level. As a result their expectations of pupils are often too low and the work that they set does not provide a high enough level of challenge. This has led to the decline in standards.
- Marking usually provides helpful comments for pupils on how to improve. However, teachers' checks of pupils' progress have not been used to identify specific weaknesses or to identify what

is needed to help pupils fill gaps in their knowledge. Pupils in Year 6 have a clear understanding of what to do to improve but those in other year groups are not always sure what is required. Spelling, punctuation and grammar are not consistently corrected and standards of handwriting are very low. These weaknesses were identified at the previous inspection.

- The teaching of phonics does not make sufficient demands on pupils. Pupils are not given the opportunity to practise essential phonics skills and so they make slow progress.
- The school only sets homework in reading. This has no positive impact. Pupils report that there are rarely any checks on whether they have done their reading, and as a consequence they do not take it seriously.
- The quality of teachers' questioning varies. Some makes pupils think and deepens their understanding. However, too often it does not. This slows progress.
- During the inspection and in other external reviews, pupils made good progress in most lessons observed. However, when viewed over time, for example through looking at books, it is evident that pupils are often set work that is not sufficiently demanding and teachers do not insist that pupils complete the work that is set.
- Teaching in the Early Years Foundation Stage is good overall. Children settle quickly. The stimulating environment combined with effective adult support means that they make good progress in most of the required areas of learning.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. Pupils lose interest in learning when tasks are mundane or insufficiently challenging. Where teaching is lively their attitudes improve and they demonstrate an eagerness to learn.
- Pupils are friendly and polite. Nearly all pupils behave well in the public areas inside school and play sensibly in the playground. Nursery children adapt well to their new surroundings and good welfare arrangements promote their developing sense of security in the setting. Additional adults are deployed effectively to help children get used to the Nursery routines and to support those who lack confidence to participate fully in activities.
- Most pupils enjoy school and usually have good relationships in lessons with their teachers. Pupils' behaviour is mostly managed well and teaching assistants play an important role in maintaining positive behaviour in the classroom. Low-level disruption rarely escalates and is usually short lived.
- The school has been successful in improving the behaviour of a small number of pupils who find it difficult to follow the school rules. Incidents of poor behaviour are reducing and this is shown in lower exclusion figures.
- Attendance has improved a little recently because the school has acted to reduce the proportion of pupils whose attendance falls below average.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and are confident that teachers will listen to their concerns and help them deal with any problems they have. They have an appropriate understanding of risk and how to keep themselves safe,

including how to stay safe online.

- Pupils report that bullying and other discriminatory behaviour is rare, and when it does arise it is dealt with promptly. Most parents agree with this view.

The leadership and management are inadequate

- The headteacher and senior leadership team have not been sufficiently rigorous in driving improvements in teaching and achievement. Points for action from the previous inspection, such as the quality of handwriting, have not been dealt with and there has been a lack of urgency. Some improvements have been started but have not been sustained.
- The school's systems for evaluating its own work are weak and the information it collects about the progress of pupils is not used effectively to identify the gaps in their understanding or weaknesses in teaching. The analysis of information at all levels of management is not used well to pinpoint problems and to drive forward improvements. As a consequence, school planning to address weaknesses lacks precision and has been ineffective.
- Subject leaders do not have a strong grasp of the strengths and weaknesses of their subject areas. Consequently they are not able to drive through improvements with sufficient understanding, energy and persistence.
- The school has a regular cycle to check the performance of teachers, including lesson observations, and teachers' performance is linked with pay rises. Training needs are identified, but training has had too little impact on standards. Because of these weaknesses, newly qualified teachers may not be appointed.
- The curriculum in Year 6 is heavily weighted towards numeracy and literacy because leaders have identified that pupils have a lot of ground to catch up on in developing these key skills. However, this means that the curriculum for older pupils is narrower than in most other schools.
- A number of subjects are taught through themed topics, with themes chosen to appeal to pupils. This, and work in assemblies and religious education, helps pupils to develop spiritual, moral, social and cultural awareness.
- Pupil premium funding has been spent on additional staffing to provide small-group and one-to-one support for pupils. It is helping eligible pupils to keep up with their peers, especially in mathematics. The school is committed to equality of opportunity and acts to prevent disadvantage; for example, ensuring that cost is not a barrier that prevents pupils from attending additional activities and trips.
- The school has used the additional funding for sports to provide expert coaching and a wider range of sporting activities for pupils. Pupils have responded well to this and the additional provision has already had a positive impact on their health and well-being. Pupils spoke positively about the range of sporting opportunities available to them and showed enthusiasm.
- Parents, particularly parents of children in the Early Years Foundation Stage, are positive about the school and the care and education it provides for pupils.
- The local authority identified the school as being at risk and, since September, has provided additional support for school leadership. Because this support has only recently been put in

place, it has not yet had an impact.

■ The governance of the school:

- An independent review of governance took place the week before the inspection. This has provided governors with guidance on what aspects of governance need to improve.
- Governance is failing in some important respects. Governors are not providing sufficient challenge to the school about its academic performance. Governors now understand that they have not been given sufficient information about standards and progress, nor have they asked for it. Their understanding of this information, including that about the quality of teaching and about pupils' achievement is weak.
- Governors have introduced an appropriate system of performance management for staff, but they do not know what is done to reward good teachers or tackle underperformance. In other respects, they oversee the management of the budget well.
- Governors monitor safeguarding matters thoroughly and ensure that arrangements for pupils' welfare and protection meet current requirements.

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	133282
Local authority	Warwickshire
Inspection number	440641

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Richard Hare
Headteacher	Christopher Errington
Date of previous school inspection	30 January 2012
Telephone number	0247 631 3204
Fax number	0247 664 3193
Email address	admin2641@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

