

Inspection of St Michael's Junior Church School

Newton Road, Twerton, Bath BA2 1RW

Inspection dates: 14 and 15 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have high expectations of what all pupils can achieve. The school's vision that pupils are 'ready for life now and in the future' is a golden thread that runs through the school.

Pupils enjoy coming to school. They are well supported by adults to manage their feelings and emotions. They value spending time with Teddy, the school's dog. During social times, pupils enjoy a wide range of activities such as table football, chalk drawings on the playground and playing in the mud kitchen. As a result, there is a calm and orderly atmosphere in the school and on the playground.

Pupils have a good understanding of what bullying is. They say that bullying is rare. If it does happen, they are confident that it will be dealt with quickly by the adults in school. As a result, pupils feel safe in school and know who they can talk to if they have any worries. Relationships throughout the school are strong.

Pupils develop a positive understanding of the fundamental British values. They learn the importance of respecting everyone, regardless of difference. Pupils understand the rule of law and enjoy the opportunities to work alongside local PCSOs as 'mini police'.

What does the school do well and what does it need to do better?

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They are determined that pupils will succeed. Staff value the professional development provided for them, which are closely linked to the school's vision.

Leaders prioritise reading. Pupils talk confidently about the range of interesting and diverse books they have read and listened to. They enjoy opportunities to meet the authors of books they read. Pupils read books that are well matched to the sounds they know. Staff are well trained to support pupils to learn to read fluently. Teachers make good use of assessment to make sure that pupils who fall behind are supported to catch up.

Leaders have designed a curriculum that interests pupils. They think carefully about what they want pupils to know and remember. Teachers ensure that pupils have regular opportunities to revisit and recall previous learning. Staff check that pupils are learning essential content. This is particularly effective in reading and mathematics. As a result, pupils know and remember more over time.

Many subjects in the wider curriculum are carefully planned and sequenced. However, in some subjects, the curriculum does not make clear the specific knowledge that pupils should learn. For example, in science, the curriculum does not

build on what pupils have learned before. It is not clear what pupils should know and by when. As a result, pupils do not deepen their knowledge over time.

Staff understand pupils with complex needs well. They make sure teaching meets the needs of all pupils, including those with SEND. Staff adapt the curriculum so that pupils with SEND work independently and learn the curriculum well. Pupils with SEND are fully involved in school life.

Leaders have high expectations for pupils' conduct. They support staff to understand and manage pupils' behaviour. The behaviour policy is applied consistently by all staff. This means that pupils understand what is expected of them. This has brought about a change in culture and improved behaviour. Pupils have a positive attitude to learning. Most pupils attend school regularly. Where pupils do not attend well, leaders and pastoral staff build positive relationships with families to improve attendance.

Parents welcome leaders' efforts to build positive relationships with the community. However, this is not yet as strong as leaders and parents would like. Leaders are committed to strengthening the partnership between home and school.

Leaders ensure that pupils' personal development is promoted well. Pupils know how to keep themselves healthy, both physically and mentally. They understand the importance of exercise, eating a healthy diet and how to express how they are feeling using the 'zones of regulation'. Pupils enjoy extra-curricular clubs such as dodgeball, multisport and archery. Pupils are respectful of their own and other world religions and value the work of the chaplain. Pupils celebrate difference and are adamant that everyone is welcome at their school. As a result, they are developing into responsible citizens.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the school's safeguarding context well. They ensure that keeping pupils safe is their top priority. Pre-employment checks are thorough. Leaders make sure that staff are alert to signs that pupils may be at risk of harm. Staff use the school's system to record any concerns they have about pupils' welfare. They are tenacious in securing the right support for pupils who need it.

Leaders ensure that the curriculum supports pupils' understanding of how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not sufficiently considered the important knowledge pupils need to learn in some wider curriculum subjects. It is not always explicit what pupils

should know and by when. Leaders should ensure that staff identify and sequence knowledge precisely so that pupils have the building blocks for future learning.

- Leaders have worked hard to build links with the school community. However, this is not yet as strong as leaders and parents would like. Leaders need to continue the work that has already started, in order to strengthen relationships with parents.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145716
Local authority	Bath and North East Somerset Council
Inspection number	10227799
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
Headteacher	Clare Greene
Website	http://www.stmichaelsbath.org
Date of previous inspection	Not previously inspected

Information about this school

- This school is part of the Bath and Wells Diocesan Academies Trust. It joined the trust in 2018.
- The current headteacher took up the substantive post in April 2018.
- The school offers a free breakfast club.
- The school's last section 48 inspection was in June 2016.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- An inspector also looked at samples of planning in Italian, music, art and geography.
- Inspectors met with the designated safeguarding lead, checked the single central record of adults working in school and looked at safeguarding records.
- An inspector spoke to the chair of governors, the director of education and the assistant director of education.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes.
- Inspectors gathered parents' views by considering responses to the online survey, Ofsted Parent View, and by talking to parents before and after school.
- Inspectors gathered a range of pupils' views by considering the pupil survey and meeting with different groups of pupils.
- Inspectors held discussions with staff and considered responses to the online staff survey.

Inspection team

Wendy D'Arcy, lead inspector

Ofsted Inspector

Teresa Hill

Ofsted Inspector

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