

Inspection of Micheldever CofE Primary School

Church Street, Micheldever, Winchester, Hampshire SO21 3DB

Inspection dates: 27 and 28 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

A warm welcome is guaranteed for pupils as they arrive each day. Everyone here is valued for the unique contribution they bring to this small and friendly school. Staff help pupils to know and live out the four Christian values of love, hope, trust and forgiveness. These values contribute to why pupils, staff, parents, carers and governors all say there is a sense of 'family' here.

Leaders expect pupils to behave well because they know this helps them to concentrate on their work. Staff are committed to building strong relationships with pupils and they provide them with positive support when needed. This helps pupils learn to make good choices about their behaviour. Consequently, all around school pupils are able to work hard and enjoy their learning.

Pupils are taught how to make healthy friendships, meaning bullying rarely happens. Staff know pupils well, and they are trusted to respond quickly. Leaders take sensitive and helpful action when any incidents occur.

Leaders are determined to ensure that all pupils achieve highly. They have taken into consideration the different backgrounds and starting points of the pupils. With this in mind, teachers and leaders have continued to redevelop and improve the curriculum.

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

Leaders make sure that learning to read is a top priority. This starts as soon as children join the school. In Reception, children are taught phonics by well-trained staff. Throughout the school, all staff know how to teach reading so that whatever stage pupils are at, they get expert help. Class story times are enjoyed by pupils and weekly library sessions are a highlight for many.

In redesigning the curriculum, leaders have given careful thought to the journey of learning that pupils go on through the school. In early years, teachers are very clear about what children learn. The 'five ambitions' they aspire for children to achieve underpin how activities are organised. Subject leaders have thought about how this prepares pupils for their learning as they progress through the school. This means teachers are very clear about how to help pupils build on their learning over time.

Learning in the foundation subjects has been coherently ordered by leaders to give pupils secure knowledge in each subject. Pupils are encouraged to make links and connections across the different subjects. Teachers, however, are not yet clear on how they check that pupils have learned and remembered the important knowledge and skills. This means that any gaps in pupils' understanding cannot be quickly identified and acted upon.

Leaders are adamant that all pupils are included in every aspect of school life. Those with special educational needs and/or disabilities learn alongside their classmates.

Where extra help is needed, this is quickly identified. Teachers make sure that they get the right support in place, and these pupils achieve well. New pupils who are just starting to learn English are welcomed and included. Staff skilfully use translation apps to ensure that these pupils are able to talk about and explore their learning. This means that they settle into school quickly, seamlessly joining in learning and making new friends.

Preparing pupils for life beyond school is important to leaders. They teach pupils about healthy relationships, e-safety and responsibility. Pupils say that they enjoy taking on roles such as librarian, school councillor and 'green ambassadors'. They also appreciate the range of clubs on offer. There are some opportunities for pupils to learn about other faiths and ways of life through trips and visits. However, these are not yet clearly integrated into the school's curriculum. Leaders know they now need to thread through a wider, richer set of experiences. This will help to prepare pupils well for life in modern Britain.

A positive approach to ensure that all pupils behave well is becoming embedded. Staff are skilled at supporting pupils to take responsibility for their own behaviour. This helps pupils have positive attitudes to their learning. Leaders are dedicated to helping all pupils attend school. They are unyielding in their efforts to improve attendance, because they know that pupils learn and achieve their best when they come to school.

Governors know this school well. They challenge and support leaders effectively and understand their roles in making improvements. Leaders know how hard staff work. They create a sense of teamwork and collaboration. This means that staff are able to manage their workloads well and focus on what is most important for the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders care deeply about the pupils and know them and their families well. They have trained staff to identify any pupil who may be at risk of harm. When extra help is needed from specialist agencies, leaders get this in place quickly.

Pupils say that they feel safe in school and that they can talk to a trusted adult to get help. Worship assemblies, as well as personal, social and health education lessons, all contribute to pupils' knowledge and understanding about their well-being and how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet consistently checked the implementation of the newly revised curriculum. Teachers are not clear on how to check what has been learned within the foundation subjects. This means they are not able to identify

pupils who have any misconceptions or gaps in learning. Leaders now need to put in place consistent systems and processes to check that this planned curriculum is having the intended impact.

- Pupils are not able to confidently articulate a comprehensive knowledge and understanding of other faiths, beliefs, cultures and ways of life. This means they are not as well prepared as they could be for life beyond school in modern Britain. Leaders need to carefully and coherently plan a wide, rich set of learning experiences and opportunities to broaden pupils' knowledge and understanding.

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.

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	133292
Local authority	Hampshire
Inspection number	10241777
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Claire Bentham
Headteacher	Thomas Johnston
Website	www.micheldever.hants.sch.uk
Date of previous inspection	9 May 2017, under section 8 of the Education Act 2005

Information about this school

- Micheldever Church of England Primary School is a smaller-than-average primary school.
- The school is a Church of England school in the Diocese of Winchester. It was last inspected under section 48 of the Education Act 2005 in 2018.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received 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 met with the headteacher, who is the designated safeguarding lead, other senior leaders, subject leaders, teachers and learning support assistants.

- The lead inspector met with governors, including the chair of the local governing body. Inspectors also spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also observed pupils' behaviour in lessons and outside during social times.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, speaking to staff and governors and discussing this with pupils.
- The inspection team considered the views of parents shared through Ofsted Parent View, Ofsted's online survey. They gathered the views of pupils and staff through surveys and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documentation, including school improvement documentation and governing body minutes.

Inspection team

Jo Petch, lead inspector

His Majesty's Inspector

Andrew Olive

Ofsted Inspector

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