

Inspection of a good school: St Michael's Church of England Primary School, Winterbourne

Linden Close, Winterbourne, Bristol BS36 1LG

Inspection dates:

13 to 14 March 2023

Outcome

St Michael's Church of England Primary School, Winterbourne continues to be a good school.

What is it like to attend this school?

Staff know children well and put them at the heart of everything they do. Leaders have high standards for all. The school's vision and values are a part of day-to-day life. Pupils know these values and demonstrate them in their conduct and interactions. Parents are overwhelmingly positive about the school and its place at the heart of the community.

Pupils are kind and respectful to each other. They feel safe and happy in school. Pupils say that bullying does not happen. If an incident occurred, pupils are confident it would be dealt with quickly. There are warm relationships between adults and pupils. Leaders have high expectations of pupils and what they can achieve. As a result, the curriculum is ambitious and pupils love learning.

Pupils say everyone is welcome at their school. New pupils at the school are quickly welcomed. Year 6 pupils enjoy being buddies with Reception class children and sharing play times and lunch with them. Pupils also value being a school councillor or leading worship assemblies.

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

Leaders have ensured the curriculum is broad and matches the expectations of the national curriculum. They are determined the curriculum will help pupils to flourish. Subject leaders are knowledgeable and clear about the curriculum they want for pupils. However, some curriculum areas are further along in their development than others. In mathematics, leaders have thought carefully about the curriculum. Teaching helps pupils to remember important content. While other subjects have been developed, they are at an earlier stage in their development. For example, the curriculum in history is not embedded, so pupils' understanding of concepts such as chronology and empire are not yet secure.

Pupils love to read, from the moment children start in Reception class their phonic learning begins. The phonic programme is well structured, and children are quick to learn new sounds. Books are appropriately matched for each phonic stage and children can blend sounds accurately. Teachers support pupils quickly if they need additional help and ensure pupils' misconceptions are addressed promptly. Pupils enjoy the books teachers choose to read in lessons.

There is a high level of engagement in lessons. Pupils listen and work well when completing activities. Pupils work hard. At lunchtime pupils are engaged in purposeful and creative play. They enjoy the wide range of play-based activities.

Leaders have ensured that pupils take part in a wide and rich range of clubs and experiences. Pupils understand how to keep healthy through diet and exercise. Pupils embrace difference and know it is okay to have different beliefs, values and opinions from their own. As a result, pupils have a thorough understanding of respect and tolerance.

Leaders have created an inclusive school. Pupils with special educational needs and/or disabilities (SEND) are identified quickly and supported effectively in class. Teachers are quick to pick up on any misconceptions or gaps in learning and act to support all pupils. The school supports pupils' well-being effectively. Leaders have responded quickly to pupils' needs by introducing hubs for nurture and support.

Staff feel well supported by leaders and enjoy working at the school. There is a strong sense of community. Leaders and governors understand their duties around well-being and value the contribution staff make to the school. Leaders provide training opportunities for staff to develop their practice further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding and ensure that staff are well trained to be able to support the pupils in their care. There is a highly vigilant culture among staff. Staff know how to report concerns.

The governors ensure that their statutory duties in relation to safeguarding are met and that there are clear challenges and checks in place. This includes safer recruitment training.

Pupils know who they can go to if they have a worry or concern. Pupils have a clear understanding of online safety and what to do to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made recent changes to the design and coherence of the curriculum. In some subjects, these changes are in the early stages. As a result, there are still gaps in some pupils' learning. Leaders must ensure that the curriculum in all subjects is coherent and well sequenced so that pupils learn effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

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	109225
Local authority	South Gloucestershire
Inspection number	10256764
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair of governing body	Peter Hitchman
Headteacher	Kirsty Robson
Website	www.stmichaelswinterbourne.co.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a local authority school.
- The school is a voluntary-controlled Church of England school. It is part of the Diocese of Bristol.
- The most recent section 48 inspection took place in July 2019.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, special educational needs co-ordinator, subject leaders, teachers and governors.
- The inspector also spoke to a representative of the local authority and a representative of the Diocese of Bristol.

- The inspector carried out deep dives in early reading, mathematics and history. During the deep dives the inspector spoke with leaders, visited lessons, looked at work and spoke with pupils and staff.
- The inspector listened to pupils read to a trusted adult.
- The inspector looked at a range of documents including school improvement plans and minutes of governors' meetings.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View. He also took into consideration the responses to the surveys for pupils and staff.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023