

Inspection of St Michael & All Angels Church of England Primary School

Brookside, Rearsby, Leicester, Leicestershire LE7 4YB

Inspection dates: 6 and 7 December 2023

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	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Neil Bardsley. This school is part of Rise Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Cole, and overseen by a board of trustees, chaired by Stephen Adshead.

Ofsted has not previously inspected St Michael and All Angels Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Michael and All Angels Church of England Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Staff and pupils are committed to the school's adopted bible verse, 'God counts the stars and knows each one by name.' This quote captures the inclusive culture of the school. All pupils are known as individuals. Vulnerable pupils, including those with special educational needs and/or disabilities (SEND), take part in each aspect of school life. High expectations for pupils' academic and personal development guide every action that staff take. Pupils enjoy school and describe it as a place of safety.

Parents and carers who shared their views hold the school in high regard. One, typical of many, said, 'this is a really great school for our child...it is a warm and friendly environment for both children and parents.'

Pupils trust staff. They can use worry boxes to share concerns and pupils say they feel comfortable speaking directly to staff.

Pupils enjoy developing their leadership skills. They act as class ambassadors, greeting visitors and explaining their learning. Some pupils take up roles as house captains and act as role models for their peers and younger pupils. Pupils participate in house meetings, where they have their views heard and can contribute to school life. For example, they choose which charities to support.

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

The school's curriculum is ambitious and clearly identifies the range of important knowledge that pupils will learn. Teachers know what to teach and when. The school works effectively with colleagues across the multi-academy trust to refine and develop the curriculum. Pupils learn about the most complex aspects of the subjects they study, such as the links between human and physical geography. Pupils develop secure knowledge and understanding. They can recall their learning about musical terminology and composers. They can talk about the artists they have studied, such as Picasso, and draw self-portraits using Cubist techniques.

The early years curriculum is well sequenced. Careful consideration is given to how children learn and the ways in which the curriculum can help each particular cohort of children develop the skills and knowledge they need.

Teachers' subject knowledge is secure. They consistently model for pupils how to think about their learning and to complete tasks. Teachers break learning down so that all pupils can access the lessons and build their knowledge. Sometimes, teachers do not rigorously check pupils' understanding. They do not always ensure that pupils have the opportunity to move their learning on when they are ready.

Reading is a priority at this school. A range of strategies help pupils to develop their love of reading. Staff complete training to improve their practice further in helping pupils learn to read. Staff use the same language and techniques to ensure that all adults can play a part in helping pupils develop their reading fluency and confidence.

Pupils quickly become accurate readers. Staff promptly recognise any pupils at risk of falling behind and ensure they receive effective support.

Pupils with SEND have their needs accurately identified. Staff know how to support the pupils they work with to help them to feel comfortable and to access their lessons. Relationships between pupils with SEND and staff are strong. Pupils with SEND build their knowledge and are prepared for their next steps.

Children in the early years become more confident and more knowledgeable thanks to the support they receive. They focus on their learning well and develop the skills of independence and resilience. There are occasions, as in the rest of the school, when staff do not check understanding as rigorously as they could.

Pupils behave well in lessons and during social times. They focus on their learning and take pride in their work. Staff provide effective support to pupils who need extra help managing their behaviour.

The school provides wider opportunities for pupils to develop their talents and interests. Pupils take part in hockey and football clubs. They develop their social skills during residentials to the National Space Centre and Duke's Barn. The trust provides pupils with experiences, including a design and technology challenge and an art gallery event. Pupils learn about healthy relationships and how to keep themselves safe, including online. They benefit from a carefully designed programme of collective worship which helps pupils to reflect on important issues and the Christian ethos of the school.

The school works effectively with the trust to provide staff with training opportunities and access to subject networks. Staff value these opportunities to develop their practice. They say that their well-being is catered for and that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not rigorously check pupils' understanding. They do not always ensure that pupils can move their learning on when they are ready. As a result, there are occasions when opportunities are missed to deepen pupils' understanding. The school should ensure that teachers have the knowledge and strategies they need to check pupils' understanding and move learning on at the most appropriate point.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138902
Local authority	Leicestershire
Inspection number	10242388
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	Board of trustees
Chair of trust	Stephen Adshead
CEO of trust	Mark Cole
Executive headteacher	Neil Bardsley
Website	www.stmichaels.leics.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school converted to become an academy school in 2012. The school joined the RISE multi-academy trust in 2021.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in May 2019.
- The school does not currently make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff, the chair of trustees and members of the governing body.
- Inspectors carried out deep dives in reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the subject leads and scrutinised curriculum documentation for history and music. They looked at samples of pupils' English work.
- Inspectors met with leaders responsible for pupils' behaviour and attendance, personal development and the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years and visited the early years setting.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses received on Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector His Majesty's Inspector

Stephen Long Ofsted Inspector

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