



St Michael and All Angels Church of England (Aided) Primary School

Inspection Report

Unique Reference Number 120197
LEA Leicestershire
Inspection number 280760
Inspection dates 6 December 2005 to 6 December 2005
Reporting inspector Paul Edwards RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Brookside
School category	Voluntary aided		Rearsby
Age range of pupils	4 to 11		Leicester, Leicestershire LE7 4YB
Gender of pupils	Mixed	Telephone number	01664 424453
Number on roll	88	Fax number	01664 424075
Appropriate authority	The governing body	Chair of governors	Mrs Sue Norledge
Date of previous inspection	19 June 2000	Headteacher	Mrs Gail Forryan

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Michael and All Angels is a smaller than average primary school. The proportion of pupils eligible for free school meals is below average. Nearly all pupils are of White British heritage and none speaks English as an additional language. The number of pupils with learning difficulties is lower than that seen nationally. Due to its popularity, the number of pupils on roll has increased significantly since the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The school judges itself to be outstanding and the inspection evidence totally endorses this view. The school has improved very well since the last inspection and there is good capacity to improve further. It provides excellent value for money.

The headteacher's outstanding leadership focuses clearly on the raising of standards and she is fully supported in achieving this goal by her effective staff. A very strong partnership has been established with the governing body, which fulfils its role very well. The procedures for monitoring performance are outstanding and, together with excellent links with outside agencies, the pupils' well-being is supported most effectively. The pupils attain high standards by the time they leave school and their achievement is exceptionally high. Throughout the school, teaching is never less than good and is frequently better, resulting in the pupils making very good progress as they move through the school. Very occasionally, a small number of the most able pupils do not make sufficient progress in Years 1 and 2 in mathematics. The outstanding provision for children in the Foundation Stage provides them with an excellent basis for further learning and most attain the expected goals for their age by the end of Reception.

What the school should do to improve further

- Ensure the most able pupils in Years 1 and 2 are provided with work in mathematics that is sufficiently challenging.

Achievement and standards

Grade: 1

The pupils attain high standards and achieve exceptionally well. The children's achievement in the Foundation Stage is outstanding overall. Children enter the Reception class with skills that are above average. They make good progress so that by the end of the Reception Year, most have attained the goals expected for their age. As they move through the school, progress is good. By the end of Year 2, standards are above the national average and, by the end of Year 6, they are very high, exceeding the challenging targets that have been set. The rate of progress made by the pupils between Year 2 and Year 6 in national tests places the school in the top five per cent of schools nationally.

The early identification of their needs and the very good support provided enable pupils with learning difficulties to make progress in line with their peers. The school makes very effective use of assessment information to identify the progress pupils make and to set new challenges. There is no significant difference in achievement between boys and girls or between any other groups. The school has been very successful in raising standards in writing throughout the school through using a good range of strategies. During the inspection, pupils in Years 3 and 4 were using their writing skills very effectively to write stage directions for 'A Christmas Carol'. Over the

past three years, the school has significantly raised the number of pupils attaining standards above those expected for their age in both English and mathematics by Year 6. However, it has rightly identified that a small number of the most able pupils do not do as well as they should at the end of Year 2 in mathematics. The pupils develop very good skills in information and communication technology (ICT) and use these skills well in other subjects.

Personal development and well-being

Grade: 1

The pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. The school's strong emphasis on Christian values permeates its daily life and underpins pupils' disposition. Pupils are eager to come to school because 'we know everyone here and it is friendly'. They are polite, helpful and very well behaved. Attendance is good and pupils arrive punctually, ready to work. They are warmly greeted by the staff and this sets the tone for the day. Pupils feel valued and listened to and are sure who they can turn to if they need help. The effectiveness of the work pupils do about the rights and responsibilities of being part of a community is reflected in their mature attitudes and concern for others. Pupils feel secure in school and help each other to keep safe, for example by acting as road safety monitors. The 'class buddies' are well versed in supporting those experiencing any problems. Pupils have a very good understanding of why physical activity and a healthy diet are necessary for keeping healthy. Pupils decide which charities to support and organise fundraising activities. They are very active in the local community, supporting village events and good causes. By the end of Year 6, their good communication and social skills, together with competence in literacy and numeracy, have prepared them very well for their future life.

Quality of provision

Teaching and learning

Grade: 1

The overall quality of teaching is outstanding and the basic skills in literacy and numeracy are taught very effectively. Staff new to the school are provided with very good support and guidance, helping to raise the quality of their teaching. Teaching assistants are used very effectively to encourage pupils' learning, particularly to support those pupils with learning difficulties. The outstanding teaching in the Foundation Stage provides the children with an excellent start to their schooling. Consistently good or better teaching is evident in all year groups. The teachers have high expectations of what the pupils can achieve and make very good use of assessment information to plan work for the different ages and abilities of pupils in the classes. Lessons are brisk and, as a result, the pupils make rapid progress. The school has already begun to address the issue of providing more challenging work in mathematics for a small number of the most able pupils in Years 1 and 2.

There are excellent procedures for assessing how well the pupils are doing. The information gathered is recorded carefully and used effectively to track the progress of individual pupils and to identify future targets. There are effective procedures in place for sharing these targets with pupils, who know exactly what they have to do to improve their work.

Curriculum and other activities

Grade: 1

A rich curriculum weaves pupils' learning together and ensures that they develop excellent skills to set them up for the future. Pupils enjoy their education because their schoolwork is interesting and there is plenty to take part in out of lessons. Visits are varied and well chosen to fit into topics; pupils recall a visit to a water treatment works as being equally as interesting as that to a chocolate factory. The take-up of clubs and extra curricular activities is high and pupils appreciate that their different interests are catered for and that achievement in sport, music and other activities is celebrated. The use of ICT extends pupils' learning well, whether through simulating investigations in science or researching information for history.

Care, guidance and support

Grade: 1

The school takes excellent care of pupils and makes sure that they are safe. Child protection procedures are good. Very effective guidance means that pupils know how to make the right choices over lifestyle. Pupils say that people are kind to them and that there is always help at hand if needed. Two pupils from Years 1 to 6 serve for a term as 'buddies' and so many pupils benefit from support from their peers as well as learning how to support others. Pupils meet success in their work because their different needs are well known and met. The staff make very effective use of the checks made on an individual pupil's progress to identify the next steps that need to be taken. Very secure arrangements work to identify and provide support for any pupil experiencing difficulties. Parents hold the school in high regard and provide much help at home and in school that benefits pupils' learning.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher is a very effective leader and, with the support of her staff, drives the school forward. There is a firm commitment to ensuring that all pupils, no matter what their background or capability, reach their full potential. There are excellent systems in place to ensure that the good improvement that has been made since the last inspection continues. The procedures for monitoring the pupils' attainment and tracking their progress are excellent overall. This has resulted in the school identifying that a small number of the most able pupils are not doing as well as they could in mathematics in Years 1 and 2 and procedures to rectify this shortcoming are already in place. In such a small school, all staff share

a wide range of responsibilities. All staff have a very clear view of standards and work hard to ensure pupils achieve their potential. The Foundation Stage is very well led and this helps to provide children with an excellent start to their education. Very effective use is made of additional staff; for example, the employment of a specialist for ICT has resulted in a very good improvement in the use of computers.

The school's self-evaluation is excellent. There is a very clear identification of what it is doing well and both parents and pupils are encouraged to contribute to the process through regular questionnaires and meetings. The governors play a pivotal role in the strategic development of the school and, together with the headteacher, have been instrumental in securing funding for a major building project that will improve the accommodation for the increasing number of pupils on roll.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

St Michael and All Angels C of E Primary School Brookside Rearsby Leicestershire LE7 4YB

7 December 2005

Dear Pupils

Thank you very much for the warm welcome you gave us when we visited your school. We think that your school is a friendly and happy place and we particularly liked these things:

- You enjoy coming to school and being with your friends.
- You try hard and do very well in your work.
- There are lots of exciting activities and so you want to learn new things.
- You behave very well and are very friendly and kind to each other.
- The grown-ups in your school work very hard to keep you safe and healthy.

The people in charge of the school run it very well. They know what to do to make things even better for you. We have asked them to keep checking that the work in mathematics always challenges you to do your best.

We are glad that you are proud of your school; it is a credit to you and the staff who work hard because they want the best for you.

Thank you again for helping us with our work.

Paul Edwards Lead Inspector