

# St Michael's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	133282
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	341370
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Ruth Westbrook

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Hall
<b>Headteacher</b>	Christopher Errington
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	Hazel Grove Bedworth CV12 9DA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 10 teachers. Meetings were held with governors, staff and pupils. Inspectors spoke informally to a few parents at the start and end of the school day. The inspectors observed the school's work and looked at improvement plans, key policy documents, assessment information, governors' minutes and pupils' work. Safeguarding procedures were also checked. In addition, 11 responses to the parents' and carers' questionnaire were received and analysed along with questionnaires from staff and from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of plans to raise attainment and increase rates of progress in English
- the impact of strategies to reduce absence and improve pupils' future economic well-being
- how well leaders evaluate the impact of initiatives on outcomes for pupils
- what factors have contributed to improved outcomes for children in the Early Years Foundation Stage.

## Information about the school

This is an average sized primary school where the Early Years Foundation Stage is provided in one Reception class. One third of pupils are known to be eligible for free school meals, which is well above average. Most pupils are from White British families. There are very few pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average as is the proportion of pupils with statements of special educational needs. The proportion of pupils joining the school other than at the regular starting time is higher than usual. The governing body runs a before and after-school club. The school has just renewed its Healthy Schools status, and is part of the Children's University.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which has improved significantly since its last inspection. Attainment has improved in all subjects because leadership has focused on developing the quality of provision. Consequently, teaching, the curriculum and the use of assessment have all improved since the last inspection and are now good. These improvements have been sustained during a period of considerable change for the school which have included a change of headteacher, and planning a merger of provision with the neighbouring nursery and children's centre. Throughout this time, governors and senior leaders have set clear direction with a strong focus on improvement. Their accurate evaluations of the school's strengths and weaknesses have led to the implementation of effective plans, and indicate that the school's capacity for further improvement is also good.

Through its close links with the church, the school establishes a clear set of values which underpin the good spiritual, moral, social and cultural development of pupils. This is the foundation for good behaviour in and around school, and pupils respond well to the school's reward systems. The quality of the care and guidance provided for pupils is good, and supports the school's inclusive, family-orientated environment. Staff know pupils' needs and their families well, so support is well-targeted and enables a wide range of groups to make the best of their education. The good relationships with families start when children arrive in Reception. This provision has improved substantially, providing a strong foundation for future learning. The school is outward-looking and establishes effective partnerships within the local area to enhance its own provision. Recent initiatives introduced to improve attendance, such as the breakfast club, have begun to have an impact, improving attendance to average this year. Leaders recognise that these strategies have not been consolidated, through working closely with parents and pupils, to maintain attendance and build on this to improve pupils' future economic well-being.

The school has implemented a number of strategies to improve the curriculum. An emphasis on problem-solving and investigation, for example, has raised standards in science and mathematics. Initiatives, such as inspiring pupils to write at length, are beginning to improve writing skills, but standards still lag behind those in other subjects. This is because there are still areas of teaching writing which are not consistent enough. There are missed opportunities within all subjects for pupils to use their writing skills and practise different styles of writing. Before they write, pupils are not always given enough opportunities to talk about their ideas and develop them with others.

**What does the school need to do to improve further?**

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- Raise pupils' attainment in writing so that it is in line with other subjects by:
  - ensuring a greater range of opportunities to use writing skills and different styles of writing in all subjects of the curriculum
  - providing more structured opportunities for pupils to talk about their ideas before they write.
- Improve attendance by increasing understanding of the impact of attendance on achievement by providing more detailed information to parents, pupils and governors on attendance.

**Outcomes for individuals and groups of pupils****2**

Attainment at the end of Year 6 is broadly average. This represents good achievement in the light of pupils' relatively low starting points on entry to the school. Attainment is higher in mathematics than English. Both boys and girls make good progress from their various starting points, although the progress is slower in writing than in other subjects. Pupils' ability to apply writing skills to other contexts is satisfactory. Pupils with special educational needs and/or disabilities make good progress, benefiting from the wide range of support which they receive. The quality of learning in lessons is good. Pupils are actively involved in their learning through a range of activities and resources, including computers. They work very well at learning together in pairs or groups. This was seen in a Year 4 mathematics lesson where all pupils made good progress in their investigation of the capacity of different-sized containers. They learnt from each other when estimating the capacity before testing it out through accurate measurement. The pace of learning was fast and enjoyable. Pupils are well-motivated to learn, enthused by good relationships with adults and each other.

Pupils have a good understanding of what makes for a healthy lifestyle, contributing this to the recent successful re-assessment for Healthy School status. They value exercise and are very active at break times and through clubs. Pupils say they feel really safe because 'everybody cares'. They know how to keep themselves safe, and are mindful of the safety of others. Pupils take full advantage of the many opportunities to give service to the school and local community, as play leaders and buddies, for example. They take these roles seriously. Pupils rightly believe they have a voice through the school council, recently organising a bicycle shed to encourage more pupils to cycle to school.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers plan well, matching activities and resources to the different learning needs of groups within the class. A great deal of thought is put into planning lessons which are stimulating and productive for pupils. For example, the creative writing of Year 6 pupils on discovering a 'hatching egg' in the school's wildlife garden was excellent, the experience stimulating creativity. Support from other adults is generally well-focused and makes a good contribution to the quality of learning for pupils with special educational needs and/or disabilities. Staff have well-developed information and communication technology (ICT) skills and use the technology well to enhance the teaching of most lessons, by providing helpful demonstrations, for example. Pupils are often involved in identifying the success criteria for literacy and numeracy lessons and this helps them assess their own progress accurately and identify next steps. The quality of feedback to pupils is generally good, providing clear advice on what has been done well and how to improve.

The school uses its school grounds very well to support many aspects of the curriculum. ICT is used increasingly well to support other subjects. The school is developing a cross-curricular approach to topics, but the use of writing in other subjects is underdeveloped, as are the opportunities for pupils to develop their writing through talk. There is good promotion of personal development, particularly health and safety awareness. This resulted in the school developing a healthy schools module for the Children's University. There is a good programme of visits and visitors to enrich the curriculum, including a visit to France. The extra-curricular programme has a wide range of sporting and arts opportunities which are well attended by pupils.

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The needs of pupils with special educational needs and/or disabilities and vulnerable pupils are carefully identified and a wide range of support is put in place. There is good support for pupils who might feel vulnerable at break times, and the nurture group has a positive impact on the self-esteem of pupils. Staff are well-trained and informed in areas of specific support for pupils. The behaviour policy is clear, well-implemented by staff and well-received by pupils. Exclusions are low as a result. There are good links with other schools so that Year 6 pupils feel comfortable about their transition to secondary school. The before and after-school club is well managed and valued by those pupils who attend. The breakfast club has contributed to improved attendance and punctuality for a few pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers monitor and evaluate the work of the school well through a range of activities. Leaders analyse pupils' performance data very well to inform their evaluations of strengths and weaknesses. This has led to a number of carefully targeted plans to bring about improvement. Information on attendance has not been analysed in the same detail so initiatives to improve it have not been as carefully targeted. However, recent initiatives to improve attendance have had an impact, but the school agrees with inspectors that more can be done. The use of effective tracking systems ensures that the performance of individuals and groups is even. The progress meetings, held between leaders and staff at regular intervals in the year, identify gaps in performance effectively and action is taken to close them. This was the case with a group of Year 5 boys who were identified as underachieving in writing. The specific intervention through a boys' writing group, as well as one to one tuition, ensured that, by Year 6, their writing improved to the expected level. Thus, the school promotes equal opportunities well. The school is a cohesive unit and has good links with the local community. The effectiveness with which it promotes community cohesion is only satisfactory because, as its own evaluation has shown, links with communities are not sufficiently well-developed on a global or national scale. Developing those links forms part of the school's future plans. Safeguarding meets government requirements by having all policies and procedures in place. School leaders are working with governors to develop robust systems to ensure that implementation of policies is reviewed regularly. Members of the governing body have a clear view of the school's strengths and weaknesses. They have been fully involved in leading the forthcoming merger, and have been instrumental

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in making it happen. Governors know and understand the school context well and fundamental to their merger plans is the desire to ensure the cohesiveness of the school within its local community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's attainment on entry has been below the expected level for their age in the past, but in 2009 it was at the expected level. Within every intake year, there is a wide range of ability. By the end of Reception in the last two years, children have reached above average standards across all areas of the early years curriculum. This represents good progress from their various starting points. The teaching in Reception is good, based on good knowledge of requirements of the age. Planning is thorough and accurate. Thorough assessment leads to activities being well-matched to the range of abilities within the class. This was seen during the inspection when all members of the class contributed to a picture story of The Three Little Pigs. Children enjoyed using this to re-tell the story verbally with plenty of sounds and actions. Afterwards, many were able to write the story themselves, at considerable length in some cases. The quality of writing was above age-related expectations. There are clear plans for other adults in the classroom and they contribute well to group work. Occasionally, when the class is being taught as a whole, the support from other adults is not targeted sufficiently well on individual children who need additional support in this situation. Care and welfare arrangements are securely in place and there are good links within school and with outside agencies to ensure that the needs of children with special educational needs



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and/or disabilities are met. The steps taken to safeguard children are robust. Parents have a very positive view of the provision, a few commenting to inspectors on improvements they have witnessed over recent years. There is a strong commitment from the leadership of the Early Year Foundation Stage to ensure that the quality of provision is securing good progress. This has resulted in considerable improvement over the last two years. There is a clear view of how provision can develop and this has led to the forthcoming merger which all leaders have evaluated thoroughly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The response to the parents' and carers' questionnaire was much lower than usual. The vast majority were entirely positive. This comment sums up the views of parents in the questionnaire and those spoken to by inspectors at the school, 'There is a very good community spirit at the school where Reception through to Year 6 children are included and parents are considered too.' There were no issues raised by parents with inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Michael's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 11 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	36	6	55	1	9	0	0
The school keeps my child safe	4	36	7	64	0	0	0	0
The school informs me about my child's progress	5	45	6	55	0	0	0	0
My child is making enough progress at this school	5	45	6	55	0	0	0	0
The teaching is good at this school	5	45	6	55	0	0	0	0
The school helps me to support my child's learning	5	45	6	55	0	0	0	0
The school helps my child to have a healthy lifestyle	4	36	7	64	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	36	6	55	0	0	0	0
The school meets my child's particular needs	4	36	7	64	0	0	0	0
The school deals effectively with unacceptable behaviour	4	36	6	55	0	0	0	0
The school takes account of my suggestions and concerns	3	27	7	64	0	0	0	0
The school is led and managed effectively	4	36	6	55	0	0	0	0
Overall, I am happy with my child's experience at this school	5	45	6	55	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 June 2010

Dear Pupils,

Inspection of St Michael's Church of England Primary School, Bedworth, CV12 9DA

Thank you for welcoming us so warmly on our recent inspection of your school. I would like to share with you what we learned about the school. The school gives you a good education. These are the things that particularly impressed us:

Your school has improved in many ways since it was last inspected.

You make good progress in your work and reach standards which are average by the time you leave.

You enjoy school very much because teachers plan lessons and activities that are interesting. You play an active part in them and find the guidance to you on your work helpful as it tells you how to improve.

You make a positive contribution to the school being a happy and caring community. It was good to see so many older pupils taking responsibility for younger ones.

You have a good understanding of how to keep yourselves healthy, and take part in exercise regularly to achieve this.

Your behaviour is good and that contributes to you feeling safe in school. We thought you were very friendly and welcoming.

Your headteacher and his staff care for you very well.

We have asked the school to do two things to make it even better:

Although your writing is improving, we are asking teachers to give you opportunities to practise writing in different ways in all your subjects and to encourage you to talk more to each other about your ideas for writing.

We would also like the school to work with you and your parents to improve your attendance at school because it is not as high as it could be.

We hope that you will play your part in helping to put these things into place by working hard on your writing and contributing your ideas on how attendance levels could be higher.

Yours sincerely

Ruth Westbrook

Lead inspector

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