

# St Michael's CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	121077
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313866
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Julie Winyard HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	100
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Whiting
<b>Headteacher</b>	Mrs Pat George
<b>Date of previous school inspection</b>	20 September 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Saddlebow Road South Lynn King's Lynn Norfolk PE30 5BW
<b>Telephone number</b>	01553 772420
<b>Fax number</b>	01553 661285

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<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 November 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

St Michael's Church of England Primary is a much smaller than average primary school. It is situated in an area of high social disadvantage and has a well above average proportion of pupils who are eligible for free school meals and who have learning difficulties and/or disabilities. Pupils start in Early Years Foundation Stage (EYFS) with standards well below those expected nationally. The proportion of pupils from minority ethnic groups is around average with an above average proportion of those whose first language is not English. The school has a significant number of pupils from Traveller communities. The numbers of pupils moving in and out of the school during the year is much higher than that of similar schools nationally. The school has gained the following awards: Artsmark, Activemark, Healthy Schools and Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Michael's is a satisfactory and improving school. The consistently good leadership of the headteacher, ably supported by the chair of governors, has ensured that good improvement has been made since the last inspection, with a very clear focus on raising standards and achievement for all pupils. This is evident in the improvements in mathematics, science and reading across the school. However, standards in writing remain below national expectations and the school is beginning to develop strategies to address this. The staff team, including a good team of teaching assistants, is developing well and the school has a good capacity to make further improvement. The new deputy headteacher is beginning to have an impact, especially in improving the curriculum, and subject leaders monitor their subjects effectively. However, their evaluations are not yet sufficiently focussed on raising standards and improving pupils' progress.

The majority of parents who responded to the parental questionnaire are very pleased with their children's progress and say how well staff manage pupils, including some with very challenging behaviour. Pupils' behaviour in lessons and on the playground is good and ably supported by the playground buddies, one of whom was thrilled to report that, 'because of us the little children are always happy!' The parent council is working hard alongside the learning catalyst and parent support assistant to encourage parents to come into the school. Their work, well managed and supported by the headteacher, has had a positive impact on pupil attendance figures, which are improving this year although still well below the national average. The school has developed good relationships with the community police officer and with the local Gypsy Roma Traveller community. The school is beginning to develop links with schools in Spain and France. All these factors mean that community cohesion is good.

The school cares for and supports its pupils very well, resulting in their good personal development and well-being. All staff provide a good role model and because of this pupils are thoughtful and considerate of each other. Pupils really enjoy their lessons. Teachers make the activities interesting and relevant and this is a strength of the school. Teaching is good across the school and this has led to improvements in learning especially in science and mathematics. However, although layered targets are used well in lessons, pupils do not yet fully know, understand or use their targets in their work across the curriculum. Standards by Year 6 last year were about average; they were a little higher in science but writing was below average. The high mobility of pupils and small year groups, combined with high levels of special educational need means that test results do not give a clear picture of pupils' progress. The school's very rigorous tracking system shows that those pupils who started at the school in Reception make better progress from their starting points than those who join the school in subsequent years. Achievement overall is satisfactory. Because of the very good support and guidance they receive, pupils with learning difficulties and/or disabilities make good progress during their time in the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress in EYFS because of the good provision that is made for them. Teaching is good, with a careful balance being made between adult and child initiated activities. The stimulating curriculum is planned with good attention to detail and includes a wide range of exciting visits and visitors. These contribute very well to the children's enjoyment of learning

and to the good progress they make. For example, a recent visit from the emergency services including police and ambulance led to some outstanding role play activities. This kind of activity ensures that pupils' language and literacy skills are developed and improved; this is an area of learning that children find more challenging. Children are safe and very well cared for. They have a secure outside area and this is used very well to extend the classroom activities and make learning as active and relevant as possible. Children treat all adults with respect and are very welcoming and friendly. They collaborate well; this is particularly evident in the child-initiated activities when they talk confidently about what they have chosen to do. Two highly trained teaching assistants give good support to the teacher so that all children have an equal opportunity to learn well. For example, in a phonic session, each of the three groups received good teaching and made good progress. Assessment is very well planned and informs the next stage in the children's learning. Careful records are kept that show progress from the start of the year. Children who are vulnerable or who have learning difficulties and/or disabilities are supported well. The provision is well led and managed and good links are made with the nearby Children's Centre and playgroup.

### **What the school should do to improve further**

- Raise standards and improve progress in writing across the school.
- Improve the monitoring and evaluation skills of senior and middle leaders.
- Ensure that all pupils know, understand and use their learning targets across the curriculum.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The school's unvalidated data shows that standards at the end of Key Stage 1 last year were well below average. Current work scrutiny and tracking indicates that this year pupils are working at nationally expected levels and are making satisfactory progress. At the end of Key Stage 2 last year standards were in line with national expectations in reading and mathematics and above in science. Writing remained below national expectations. Progress currently in Key Stage 2 is also satisfactory. The high proportion of pupils with learning difficulties and/or disabilities in each year group, combined with considerable numbers of pupils who join or leave the school at different times during the school year, means that national comparisons are not straightforward. However, the school's rigorous tracking system and careful scrutiny of pupils' work indicates that pupils are currently making satisfactory progress from their starting points and those pupils with learning difficulties and/or disabilities are making good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils have a good understanding of right and wrong and are able to make choices and accept the consequences of their actions. They work and play well together treating each other with care and respect. They collaborate well in group work, within the school council and as playground buddies. Pupils' cultural and spiritual awareness is good. This is particularly evident in their ability to reflect on the message of stories during collective worship and in the way pupils from different cultural backgrounds are welcomed and included. Pupils say they feel safe at school and that there is no bullying. If there are any incidents of unkindness, these are

dealt with quickly and effectively. All feel that they can talk to an adult if they have any problems. Pupils have a good understanding of what it means to live a healthy lifestyle and enjoy their toast, fruit and milk at snack time. Sports clubs are well attended. Pupils say they like coming to school and this is evident in their enjoyment of lessons as well as playtimes and in their good behaviour. Pupils make a good contribution to the school and local communities and chose to raise money for a local charity. Pupils' basic skills are developing well and provide a satisfactory contribution to their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching throughout the school is good because teachers plan carefully to meet the needs of the wide range of ability groups in their classes. Learning objectives are explained clearly and in the best lessons, pupils help to identify how they will learn successfully. There is a consistent whole school approach to managing pupils' behaviour. This is very effective because pupils behave well and are on task, which enables them to learn well. The small minority of pupils who have very challenging behaviour are well supported by the local Pupil Referral Unit. This has improved provision, for example, where pupils' needs cannot be met for the whole time in the school. Teaching assistants are very well deployed during lessons. For example, during whole class teaching, they explain the learning quietly to those who need extra support. They also work very effectively with small groups, both in lessons and on intervention programmes. This enables pupils with learning difficulties and/ or disabilities to make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well planned and meets all statutory requirements. Over the last year, the school has developed a more creative approach and topics now link several curriculum areas. The use of drama and role-play has been particularly effective, both in engaging the interest and enthusiasm of all pupils and in helping them remember their learning. For example, one pupil who has a learning difficulty and/or disability was able to talk with great enthusiasm and with considerable knowledge and understanding about evacuees during World War 2. The school has very successfully linked with the local Gypsy Roma Traveller community through the annual celebration week. This provides both the opportunity to find out about a different way of life and also involves exciting opportunities to develop basic skills, such as how much willow would be needed to make enough wooden pegs to sell at the local horse fair. There are a wide range of clubs, visits and visitors that teachers use well to bring learning to life.

### **Care, guidance and support**

#### **Grade: 2**

The care and support pupils receive is good and this is reflected in their good personal development and well-being. All safeguarding procedures are fully in place and the school carries out very detailed risk assessments as part of its good health and safety policy and procedures. Attendance is well below the national average; however, the school is doing everything it possibly can to improve this and is very well supported by the local authority. Academic guidance is good because teachers' marking gives pupils careful advice on how to improve their work. Pupils are given time in lessons to reflect on teachers' comments and make

the improvements recommended. Pupils do not yet know their targets as well as they could or use them to improve all their work.

## **Leadership and management**

### **Grade: 3**

The consistently good leadership of the headteacher has ensured that the school has continued to improve since the last inspection and self-evaluation is good. The appointment of the deputy headteacher in the last year has strengthened the leadership team and had a positive impact on the quality of teaching and learning and the curriculum. Subject leaders have developed their understanding of how to monitor their subjects. However, they do not yet highlight exactly how teaching could be improved or focus sufficiently on how standards could be improved in their subjects. The governors are growing in confidence. Whilst the chair of governors gives appropriate challenge to the school, the rest of the governing body is not yet fully involved in this aspect of their role. Community cohesion is a strong feature of the school. The local authority speaks highly of the staff's inclusive approach and their success in integrating all groups within the school community. Partnership with parents and with other professionals within the community is also a strong feature of the school's work.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

21 November 2008

Dear Children

Inspection of St Michael's CE Primary School, King's Lynn PE30 5BW

Thank you all very much for the warm and friendly welcome you gave me when I visited your school. I really enjoyed your acting in the assembly about David and Goliath and was very pleased to hear that you think there is no bullying in your school. In fact, I was very impressed with how well you all work and play together. I would like to say a special thank you to the school council and playground buddies for giving up their lunchtime to talk to me. It was great to hear all the good things you had to say about how much you enjoy learning and what good teachers you have. I agree with you and think the teachers are doing a good job to make learning interesting, especially with all the drama activities and visitors you have.

I was also impressed with your good behaviour and with how well the teachers and teaching assistants help those of you who find it harder to concentrate. It is good to see how much you enjoy mathematics and science and that your work has improved in these subjects. You now need to improve your writing and I have asked your teachers to help you to do this. It would also help you if you knew and understood your targets and used them in all your lessons. I am sure the teachers will help you with this as well.

You have a good headteacher who is working hard with the staff to make the school even better. I have asked her to help the teachers to think about how to help you do your best in every subject you learn about at school.

Thank you again for making me feel so welcome. With very best wishes for your future lives,

Yours sincerely

Julie Winyard

Her Majesty's Inspector