

Stoke St Michael Primary School

Moonhill Road, Stoke St Michael, Radstock, Somerset BA3 5LG

Inspection dates

4–5 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not acted effectively enough to ensure that teaching and learning are consistently strong across the school.
- Leaders do not consistently take full account of pupils' assessments to help them improve the quality of teaching and pupils' progress.
- Many systems for improving teaching and learning, for example in writing and mathematics, are relatively new. As yet, they are not showing their full impact.
- Over time, pupils' attainment and progress across key stage 2 have not been good enough. Current pupils in key stage 2 are not making enough progress to enable them to achieve well.

- Teachers do not use assessment information well enough to provide activities that match the needs of the pupils.
- Teaching is not challenging enough for the most able pupils. As a result, they do not achieve what they are capable of.
- In key stage 2, teaching does not develop pupils' writing skills well enough. Pupils' weak sentence construction and poor application of punctuation are hampering their progress.
- Teaching of calculation methods in mathematics is improving. However, pupils do not yet have sufficient mastery of the calculation skills they need for solving mathematical problems and reasoning.

The school has the following strengths

- Since the previous inspection, the provision for the early years has improved considerably. Leaders have ensured that effective teaching enables children to make good progress.
- Governors hold leaders more stringently to account. They provide challenge and support and are well trained. Along with the school leaders, they are ambitious for all pupils.

- Pupils conduct themselves well. They are polite, courteous and respectful of others. Relationships between adults and pupils are strong. Pupils' social and emotional needs are well met by staff.
- Leaders have created a strong, vigilant culture to ensure that pupils are kept safe from harm. Pupils feel safe and secure in school.
- Leaders work well with parents and carers to increase their participation in school life.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that leaders act with sharper focus to improve the quality of teaching, learning and assessment so that it is consistently strong
 - ensuring that leaders use assessment information more precisely to support teachers to enable pupils to achieve well, particularly in key stage 2.
- Improve teaching, learning and assessment by:
 - ensuring that teachers use assessment information to provide pupils with sufficiently challenging work that builds on what they already know and can do, particularly for the most able pupils
 - ensuring that pupils in key stage 2 consistently apply key skills such as accurate punctuation and varied sentence construction to their writing
 - embedding fully the teaching of problem-solving and reasoning in mathematics to enable pupils to apply their knowledge and skills of calculation.

Inspection judgements

Effectiveness of leadership and management	Requires improvement
Since the previous inspection, there have been significant changes to staffing in the school. This has resulted in the introduction of new leaders and teachers. Consequently, certain actions and improvements did not begin quickly enough to ensure better progress for pupils. Leaders and governors are ambitious for the school. They are determined to improve the school, particularly pupils' rates of progress.	

- Since the previous inspection, there have been significant changes to staffing in the school. This has resulted in the introduction of new leaders and teachers. Consequently, certain actions and improvements did not begin quickly enough to ensure better progress for pupils. Leaders and governors are ambitious for the school. They are determined to improve the school, particularly pupils' rates of progress.
- Leaders are aware of the school's areas of strength and those for improvement. However, they have not implemented new strategies to improve the quality of teaching and learning swiftly enough. As a result, these new systems are yet to have the impact across the school to consistently improve pupils' attainment and progress.
- Leaders' introduction of new teaching methods for writing and mathematics has not yet had time to become fully established. These new systems are beginning to show signs of improvement. However, leaders have not monitored them effectively to assess the impact they are having on the quality of teaching and learning across the school.
- Leaders track pupils' progress at regular points in the year. This is providing them with a more accurate understanding of the progress pupils make. However, leaders have not fully embedded the use of this information in classroom practice. This means that, sometimes, teachers do not provide activities that sufficiently challenge and support pupils, particularly the most able pupils. This hinders the progress pupils make.
- Leaders have recently changed the systems and provision for pupils with special educational needs and/or disabilities (SEND). As a result, these pupils are now being provided with clearer targets for their learning and more focused use of interventions and adult support. This is enabling them to begin to make better progress. However, this is yet to have the impact on these pupils' progress that is required.
- Leaders' support for disadvantaged pupils is effective. Leaders provide good systems of support for these pupils' social and emotional needs, which enables them to be ready to learn. In some year groups, these pupils make good progress. However, this is not consistent for all pupils, particularly in mathematics.
- Leaders use the sport premium funding effectively to ensure that it engages pupils in physical activities. Sports coaching has a positive impact on pupils' attitudes to physical education (PE) and provides professional development for staff. The coaching sessions have increased the range of sports that the pupils are able to experience, such as archery. Pupils enjoy the extra-curricular activities that the school provides, and these are well attended.
- Teachers receive good support for their professional development. They have benefited from different training opportunities. However, the impact of this training is not fully seen in the consistency of quality of teaching and learning.
- Leaders have created a broad curriculum that is taught on a rolling programme to ensure that all expected aspects are covered. Pupils enjoy their science and art lessons. However, some subjects are not taught with enough challenge to provide pupils with secure knowledge, particularly older pupils and the most able. The school has limited resources to enable the teaching of the computing curriculum. Leaders

have plans to utilise hardware at another setting to ensure full coverage of this part of the curriculum.

- The curriculum for spiritual, moral, social and cultural education is effective in promoting pupils' understanding of the need for tolerance, respect and caring for others. Pupils are aware of British values and understand how they can display these in their everyday lives.
- The school's work on increasing parental participation has been successful. Parents appreciate being invited into school on a regular basis to share in celebrating their children's successes in the 'Sharing Assembly'. Most of the parents who spoke to the inspector or who responded to Parent View, Ofsted's online questionnaire, are happy with the quality of education and care that their children receive. They describe how their children are safe, well cared for and looked after by staff. For example, they are positive about how well the school cares for and nurtures its pupils.

Governance of the school

- The governors, ably led by the chair, are carrying out their duties more effectively since the previous inspection. Governors have good levels of expertise and bring a high level of challenge and effective support to leaders. They share leaders' understanding of the strategic priorities of the school. They acknowledge that further improvements are needed to achieve the best for all pupils.
- Governors make regular visits to review the impact of leaders' actions to improve the school. These visits include meeting with school leaders and talking to children. This ensures that they have a good understanding of how to question leaders further.
- Governors challenge leaders confidently. They link their questions productively to pupils' progress and the impact of teaching on learning. However, the information they receive from school leaders is not consistently precise enough for them to make accurate judgements about progress towards implementing the school's improvement plans.
- Governors monitor the impact of additional funding for disadvantaged pupils, for pupils with SEND and the sport premium funding. However, strategic plans for the use of pupil premium funding do not have enough detail to enable governors to understand fully the impact of leaders' work to improve outcomes for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The already strong culture of safeguarding within the school has been further strengthened by leaders and governors. Leaders are vigilant in ensuring pupils' safety. Leaders quickly identify and respond to concerns that pupils may be at risk of harm. Leaders track effectively the support pupils receive from outside agencies.
- Leaders have appointed staff who provide early help for vulnerable pupils and their families. They are proactive in working with pupils and families to engage them in gaining the support required to build confidence and self-esteem.
- Leaders are diligent in ensuring that staff training in safeguarding is up to date. Staff are secure in their knowledge of the procedures in school and familiar with guidance in

areas such as child protection, radicalisation and extremism.

- Parents and pupils say that the school is a safe and happy place. Pupils know how to stay safe, both in and out of school and online. They know who they can report any concerns to should they arise.
- Governors check the school procedures and systems well. They are knowledgeable and support leaders to ensure that all pupils remain safe.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not consistently good enough across the school to secure strong progress for pupils, particularly in writing and mathematics. Leaders' evaluation of the quality of teaching and learning is not precise enough to ensure that the quality of teaching swiftly improves.
- Teachers do not use assessment information well enough to provide activities that build on pupils' prior knowledge and understanding. This is particularly the case in the teaching of writing and mathematics. As a result, not enough pupils reach the standards of which they are capable.
- At times, learning time is not used well. When this is the case, pupils do not have enough time to complete their work and fully develop their understanding. Some pupils are over-reliant on support from additional adults. Consequently, pupils can lack the confidence to apply what they can do and know to their work.
- There is insufficient challenge for the most able pupils throughout the school. Teachers do not provide pupils with work that is closely matched to their next steps of learning. Therefore, the most able pupils are not achieving the standards that are expected of them.
- Leaders' new approach to the teaching of writing is beginning to improve pupils' understanding of story structures and the features of non-fiction texts. Pupils' use of varied vocabulary is developing. However, there has not been enough emphasis on the teaching of grammatical skills necessary to improve pupils' writing further, particularly in key stage 2. As a result, pupils are not yet secure in their application of a wide range of sentence structures or correct punctuation in their writing.
- Teachers ensure that pupils develop a good understanding of calculation in their mathematics lessons. Teachers are increasingly providing tasks that will assist pupils to use calculation skills to help them solve problems and develop reasoning skills. However, they do not consistently ensure that pupils are challenged by tasks that require them to use their understanding. This limits pupils' progress in this subject.
- Pupils' presentation of work is improving as a result of the introduction of a new handwriting system. Pupils are taking a greater amount of pride in their work. The same expectations of presentation can be seen in all subjects across the curriculum.
- Pupils enjoy reading and are extending the range of texts they read. The skills of comprehension are being taught, with the majority of pupils being able to answer increasingly difficult questions about the books they read. As a result, pupils' attainment and progress in reading are improving across the school. Pupils are encouraged to develop a love of reading by their teachers. Pupils participate willingly in

the school's reading rewards scheme, which is also supported well by parents.

- Phonics teaching is effective. The majority of pupils are meeting the standards expected at the end of Year 1. Pupils' ability to recognise and make appropriate links between the letters and the sounds they make is in line with the expectation for pupils of their age nationally.
- Leaders and teachers are deploying additional adults within classes more effectively. For example, support is much more targeted for those pupils with SEND, who require a more bespoke curriculum to meet their needs. Teaching assistants collaborate well with teachers and are deepening pupils' understanding through high-quality questioning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between pupils and adults are positive. Pupils feel cared for and well supported by adults. Pupils demonstrate respect for each other. They collaborate successfully in their learning, listening to each other's ideas and thoughts.
- Pupils' social and emotional well-being is well supported by staff. Pupils are provided with the care, advice and support they require to enable them to be ready to learn. Pupils know what skills are needed to be successful learners. They are willing to learn from their mistakes and improve their work.
- Pupils have a good knowledge of healthy lifestyles. They can explain the benefits of a balanced diet and the effects of regular exercise.
- Pupils are aware of the potential risks of using the internet. For example, they know that it is important not to share personal information in order to keep themselves safe when online. They feel confident to report anything they feel uncomfortable with to adults around them at home and in school.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well and move around the school site sensibly. Pupils play harmoniously together in the playground. They feel safe and trust adults.
- Incidents of poor behaviour, although few in number, are dealt with effectively by staff. Pupils are aware of the expectations of the staff. Pupils reported that bullying is rare. They have a good understanding of what to do if they have any concerns and would approach staff willingly.
- Pupils' attitudes towards learning are good. The vast majority of pupils are attentive and work hard. They do not disturb others and settle to their learning. However, when teaching is weaker, a small minority of pupils lose concentration and do not work as well as they could.
- Attendance is above the national average and persistent absence is low. Pupils report that they enjoy attending school. Leaders have worked well with families to support

them to ensure that pupils are punctual.

Outcomes for pupils	Requires improvement
<ul style="list-style-type: none"> ■ Over time, the attainment and progress of pupils by the end of key stage 2 have not been good enough. The proportion of pupils achieving the expected standards in reading, writing and mathematics by the end of Year 6 has been low. Progress, particularly in writing and mathematics, has been weak and well below that expected nationally. ■ Current pupils in key stage 2 are not making sufficient progress to achieve well. Many of the pupils are working below standards expected for their age. Progress is variable and not rapid enough to enable them to improve swiftly, particularly in writing and mathematics. Pupils are not consistently applying their knowledge and skills to their work. ■ Too few pupils attain the higher standards. Teaching does not enable the most able pupils to achieve their full potential. ■ The proportion of pupils attaining expected standards by the end of key stage 1 improved in 2018 compared with previous years. ■ The current pupils in key stage 1 are making stronger progress. This will enable them to be ready for the next stage of their education. ■ There have been vast improvements in the proportion of children who achieve a good level of development within the early years provision. Children make good progress and achieve well. ■ Outcomes in phonics have been in line with the national average. Pupils make good progress in early reading as a result of improving phonics teaching. Pupils in Years 1 and 2 demonstrate their understanding of phonics by applying this to their reading. ■ Pupils read often and widely. They enjoy reading and are keen to gain their Rainbow Readers Awards, which have been devised by the school leaders. 	

Early years provision	Good
<ul style="list-style-type: none"> ■ Leadership of the early years provision has improved since the previous inspection. Leaders have worked tirelessly to ensure that there is greater collaboration and working relationship between the pre-school and Reception class. ■ Current children in Reception entered the school with knowledge and skills that are broadly typical for their age. This is as a result of the strong progress they make in pre-school. These children continue to make good progress in Reception and are on track to achieve standards similar to those seen nationally. ■ Leaders reflect on their teaching and the needs of the children. Teachers use information collected from well-documented observations to provide learning that builds on what the children already know, understand and can do. There is a wide variety of activities on offer to children to work alongside adults or independently across the curriculum. These well-thought-out activities engage the children's interests and enthuse them to be active learners. Consequently, children sustain their learning 	

and their work is of good quality.

- Teaching and learning for language and communication, early reading and writing, as well as mathematics, ensure that children make strong progress in these areas. Children, from the age of three, are beginning to write using their developing phonic knowledge and letter formation. Children in Reception can use simple calculation skills to add and subtract numbers with accuracy.
- Relationships between adults and children are a strength of the provision. Adults know the children very well and cater for their social and emotional needs. Adults provide a safe and supportive environment for the children to be able to flourish.
- Children behave well and respond appropriately to each other. They are developing their collaboration skills and work well in groups with adults, as well as independently. Adults have high expectations of the children.
- Leaders have transformed the outdoor environment for both settings within the early years. These are now interesting and stimulating areas for play and learning development to take place. Children are enthusiastic when using these spaces. They play with and use the resources with respect.
- Leaders seek to engage parents through a variety of activities, such as play and stay sessions in Reception for pre-school children. As a result, parents have good communication with teachers and can communicate any concerns quickly.
- Children are well prepared for their transition to Reception and into Year 1. They develop the skills and attributes they need for the next stage of their education.

School details

Unique reference number	123662
Local authority	Somerset
Inspection number	10088301

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Nicholas Cramp
Headteacher	Steve Heath
Telephone number	01749 840470
Website	http://stokestmichaelprimary.org.uk/
Email address	stoke-st-michael@educ.somerset.gov.uk
Date of previous inspection	25–26 April 2017

Information about this school

- The school is smaller than the average primary school. The pupils are taught in two mixed-aged classes. Reception children are taught in the same class as the key stage 1 pupils. The school is part of a two-school federation. The headteacher is the executive headteacher of both schools. There is one joint governing body.
- The school runs the Little Roots Pre-School, which is on the school site. There are 16 children on roll, from the age of 2, who attend the setting at various times over the week.
- The proportion of pupils who are in receipt of pupil premium funding is below the national average.
- The proportion of pupils who have SEND is in line with the national average. The number of pupils who have an education, health and care plan is well below the national average.

Information about this inspection

- The inspector observed pupils' learning across the school. All lesson observations were undertaken alongside the headteacher.
- The inspector looked at pupils' current work in books across the curriculum and carried out learning walks across the school.
- The inspector listened to pupils read in Years 2, 4, 6 and spoke with them to find out about their attitudes to reading.
- Meetings were held with governors, middle leaders and pupils. The lead inspector talked with the school improvement partner and the local authority adviser. The school has also received support from a local leader of education.
- The inspector took account of 26 responses to Parent View, Ofsted's online questionnaire, and informal discussions with parents when they brought their children to school and after a school assembly. The lead inspector talked to pupils at break and lunchtime, as well as during lessons.
- The inspector looked at a wide range of school documents, including the school's self-evaluation, school improvement plan, school policies, governors' minutes of meetings and the school's own assessment systems and monitoring records.
- The inspector reviewed a wide range of safeguarding evidence, including the school's single central record and incident logs.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

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