

Inspection of a good school: St Michael's Church of England Academy

Hazel Grove, Bedworth, Warwickshire CV12 9DA

Inspection dates:

16 and 17 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Chris Errington. This school is part of The Diocese of Coventry 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, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockroft.

What is it like to attend this school?

St Michael's CofE Primary Academy is a happy, inclusive school at the heart of its community. The school's values shine through in everything that everybody does. Pupils are proud to attend, and parents speak very highly of the school.

Pupils enjoy living up to the school's high expectations. They listen carefully in lessons and take care of each other. Older pupils enjoy supporting their younger friends who are learning to read in the lunchtime phonics club. This is just one example of how the school provides opportunities for everyone to flourish. Pupils enjoy receiving 'footprints in the sand' awards for helping others or being positive role models.

Pupils know that if they have a worry, members of staff listen to them. This helps them to feel safe in school. They especially value the support of the inclusion team.

Pupils contribute fully to school life and know that their voices are heard. For example, the school council requested outdoor climbing equipment and pupils asked to raise money to buy some specialist resources.

A carefully planned range of opportunities brings the curriculum to life for pupils. From visiting a local professional basketball team to learning first aid, pupils are being very well prepared for life beyond school in modern Britain.

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

This welcoming school is led with passion and humility. Leaders, staff, governors and the trust share a determination to make a positive difference to the life of every pupil.

The high expectations begin when children start school in Nursery. Carefully chosen activities and resources enable children to build foundations for their future learning.

This successful approach continues up to Year 6. The school has identified the precise knowledge and skills they want pupils to know and remember. Curriculum sequencing provides opportunities for pupils to build on what they have previously learned. For example, in Nursery, pupils learn the names of simple 2D shapes. Pupils in Year 6 discuss the properties of different shapes and use mathematical equipment to construct parallelograms. Initiatives such as 'inspirational maths week' help pupils to understand that everyone can succeed in mathematics.

Many curriculum subjects are taught by subject specialists. This, alongside particularly effective training for staff, enables teachers to develop high levels of expertise and pupils to develop a deep understanding of their learning. For example, in physical education (PE), pupils in Year 1 describe the differences between overarm and underarm throws, and when and why to use each, with confidence. Older pupils describe and demonstrate fielding techniques in cricket with finesse.

Pupils rightly describe St Michael's as a 'reading school'. Staff are well trained to deliver the phonics programme and an abundance of high-quality books, reading 'book nooks' and activities engage pupils in developing a love of reading. Regular assessment of reading ensures that pupils at risk of falling behind are quickly identified. Extra support helps them to catch up.

Positive relationships are a striking feature of St. Michael's. A strong commitment to inclusion means that all pupils are extremely helpful and understanding. Every pupil, no matter what challenges they might face, is fully included in everything the school has to offer. The school builds relationships with families as soon as children join the school, and often before, through the strong links within the local community.

The school supports pupils with special educational needs and/or disabilities (SEND) incredibly well. Early identification of barriers, very effective staff development and skilful use of expert external services all ensure that pupils can become independent learners who enjoy and succeed alongside their classmates.

Fair, established routines and consistently high expectations help pupils to behave very well around school. This ensures that pupils are ready to learn. The school's diligent approach to improving pupils' attendance is paying off. Far fewer pupils are now absent or persistently absent compared to previous years.

A rich range of carefully planned opportunities and extra-curricular activities promote pupils' development particularly well. Events such as the traditional 'Bun Day' give pupils a sense of belonging in their community and instil in them a sense of charity towards

others. After-school clubs and visits enable pupils to develop their talents and interests. Residential trips give pupils opportunities they might not otherwise have and provide them with lasting memories. For example, pupils in Year 6 are looking forward to their upcoming trip to Cornwall where they will enjoy fish and chips on the beach with their friends and teachers.

Staff feel highly valued and supported. They know that leaders, governors and the trust are mindful of their well-being. There is a strong sense of teamwork and staff appreciate the many opportunities to continue their own professional development.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

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	142021
Local authority	Warwickshire
Inspection number	10294611
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	Board of trustees
Chair of trust	Barry Cockroft
Headteacher	Chris Errington
Website	www.stmichaels.covmat.org
Date(s) of previous inspection	5 and 6 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school received its last section 48 inspection of church schools in November 2018. The next inspection is due in the academic year 2025/2026.
- The school runs on-site before- and after-school provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector carried out deep dives into these subjects: reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons, spoke to some teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke to pupils and looked in

books for some other subjects. The inspector also listened to some pupils read to a familiar adult.

- The inspector held meetings with the headteacher, special educational needs coordinator and other leaders.
- The inspector met with the chair and representatives of the academy governance committee and spoke to representatives from the multi academy trust.
- The inspector observed pupils' behaviour during lessons, around the school and at lunchtime. The inspector spoke to pupils about pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered responses to Ofsted Parent View, including parent free-text responses. The inspector also took account of responses to Ofsted's staff survey. There were no responses to the pupil survey.
- The inspector talked to parents and families at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024