

St Michael's CofE Primary School

Bounds Green Road , Wood Green, London, N22 8HE

Inspection dates 18–19 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress from their starting points because of good teaching. Teachers ensure that pupils' progress is regularly checked in all classes. As a result, pupils are clear about their goals and how to improve.
- Teaching has improved since the previous inspection and there is some high quality practice. The needs of all pupils are met through good quality resources and effective planning.
- Behaviour is consistently good and pupils feel very safe at school. They are well looked after and cared for. Pupils develop good personal and social skills through opportunities to help each other.
- Across all subjects there are good opportunities for pupils to practise their literacy and numeracy skills.
- The leadership team throughout the school is ambitious for pupils and staff. They have secured considerable improvement in the quality of teaching and pupils' achievement since the previous inspection and continually strive to develop the school further.
- Governors and school leaders hold teachers to account for the progress of their pupils through effective performance management procedures. This has led to improvements in teaching and achievement.

It is not yet an outstanding school because

- Teachers do not always use information on pupils' progress well enough to plan the next steps in learning. This means that pupils do not make the fastest progress all of the time.
- Middle leaders do not all make effective use of information on pupils' progress to raise achievement and improve the quality of teaching.

Information about this inspection

- Inspectors observed 17 lessons, of which 13 were joint observations with the headteacher and other senior staff.
- Meetings were held with staff, pupils, parents, members of the governing body, and representatives from the diocese and the local authority.
- Inspectors looked at the school's work, information about the achievement of pupils, behaviour and safety, attendance documentation, development planning and the school's self evaluation.
- Inspectors took into account the nine responses to the online questionnaire (Parent View).

Inspection team

Emma Merva, Lead inspector

Additional Inspector

Michael Sutherland-Harper

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- The school is part of a soft federation with a local Church of England primary school. There is an executive headteacher and a head of school.
- Pupils come from mainly White British, Black African and Black Caribbean heritages. An above average proportion of pupils speak English as an additional language of whom an above average proportion are at the early stages of learning English.
- The proportion of pupils supported at school action, school action plus and with a statement of special educational need is above average.
- The proportion of pupils for whom the school receives additional income, through the pupil premium funding, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils making more than expected progress by:
 - collecting information about pupils' progress at more frequent intervals so that any pupils who are falling behind are identified more quickly and prompt action is taken to help them catch up in learning.
- Secure a greater proportion of outstanding teaching by :
 - sharing the existing good and better practice across subjects so that all staff fully understand what is expected of them
 - ensuring consistency in the way teachers assess pupils' work and make sure that pupils always know how to take the next steps for improvement.
- Strengthen the effectiveness of leadership and management by:
 - developing the skills of some middle leaders in the use of information on pupils' attainment and progress so that they can take full responsibility for improving standards in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills that are well below those typically expected for their age. They make good gains in all aspects of their learning, especially their personal and social skills. Nevertheless, they enter Year 1 with below average skills because of their low starting points.
- By the end of Year 6 pupils' attainment is average in English and mathematics. Pupils achieve well and make good progress over time. However, while pupils' achievement has improved since the previous inspection, not enough pupils make rapid progress and, as a result, achievement is good and not outstanding.
- Disabled pupils and those who have special educational needs, including those with a statement, make good progress. This is as a result of well-planned guidance and helpful resources, as well as thoughtful questioning. This was demonstrated in a Year 5 mathematics lesson where pupils worked well with one-to-one support and practical resources were available to assist them in working out percentage problems.
- The progress of pupils supported by the pupil premium is good because teachers encourage a positive attitude to learning and pupils benefit from well-planned additional support, such as extra sessions to consolidate their understanding in mathematics.
- Pupils from Black Caribbean and Black African heritages, and those who speak English as an additional language, make good progress. They do so because teachers provide support that is tailored to their individual needs. This helps pupils' motivation and sharpens their awareness of how they can succeed.
- Pupils develop good reading skills and reach average standards by the end of Year 2. They are encouraged to read daily in sessions, such as, early morning work, and through taking books to read at home.
- The curriculum provides well-planned occasions for pupils to widen their numeracy and literacy skills. For example, in a Year 6 Spanish lesson, pupils made good progress as they used dictionaries effectively to help them find new words and form sentences to describe the colour and sounds of animals.

The quality of teaching is good

- The overall quality of teaching over time is good and this represents an improvement from the last inspection.
- During the inspection, all of the teaching seen was either good or outstanding. For example, in a mathematics lesson in Year 2, the teacher made absolutely sure that pupils fully understood the concept of symmetry and this ensured all were able to make accurate symmetrical patterns.
- Although teachers are good at assessing how well pupils are doing, information on pupils' progress is not collected regularly enough to enable prompt and timely interventions that ensure pupils make outstanding progress all of the time.
- Strengths in the best teaching observed included teachers' good subject knowledge, pupils working independently and the effective use of technologies, such as the interactive white board, to enhance learning.
- Teachers are beginning to have the opportunity to view different methods and gain new skills as best practice is shared between the two schools in the federation. Designed to enhance the learning of all pupils, this practice is not yet widespread.
- In lessons, other adults provide effective support, both for small groups and sometimes working on a one-to-one basis with individual pupils who need extra help. This helps them make good progress.
- Reading routines are well developed and pupils choose to read for pleasure. For example, in a

Year 1 'early work' lesson, pupils selected books to read as well as practising their knowledge of letters and the sounds they make.

- Teaching promotes pupils' spiritual, moral, social and cultural provision very well. For example, a whole school assembly had the pupils learning to count in Swahili as well as learning about other aspects of culture in African countries. The pupils joined in with passion and vigour.

The behaviour and safety of pupils are good

- Behaviour is typically good in lessons and around the school. Exclusions are rare and falling. Pupils have positive attitudes to learning because they are well supported by adults in school and, on occasion, by external agencies. The school works effectively to engage all pupils by providing support, for example in learning to play the piano. This has helped to modify the behaviour of some pupils at risk of exclusion.
- Pupils feel safe and secure and older pupils provide positive role models for younger ones. This is evident at lunchtime when many older pupils act as peer mediators in the lower school playground to sort out any difficulties that may arise.
- Pupils get on well together and say that bullying is infrequent and quickly addressed if it does occur. Parents agree that pupils are safe at school. Internal records show that instances of bullying are unusual. Pupils are aware of the different forms of bullying, including racial and cyber bullying. They say they know how to stay safe, for example when using computers, and that there are adults there to help.
- Attendance is rising and is now above average as a result of strategies such as 'early work' and increased links with parents and carers. Pupils are punctual to school and to lessons. The well-run breakfast club provides those who attend with an enjoyable start to the day.

The leadership and management are good

- The executive headteacher and head of school lead by example. They are well supported by an able team of staff and since the previous inspection have made year-on-year improvements in the quality of teaching and pupils' achievement. They set challenging targets and are striving for the best for all in their care.
- Leaders regularly check lessons, planning and pupils' work to ensure that the quality of teaching is improving. Consequently, the executive headteacher makes sound decisions as to whether teachers move up the salary scale or not on the basis of the quality of their teaching and the progress pupils make.
- Leadership and management are not outstanding because some leaders do not use information on pupils' progress effectively enough to bring about improvements in their subjects.
- The local authority provides appropriate light touch support for the school.
- There is a clear and improving pattern in the pupils' achievement. Attendance has risen and good behaviour has been sustained. There are regular checks on teaching and staff training is effective and well managed. Exclusions have declined. These improvements demonstrate the school's strong capacity for further development.
- Leaders, including the governing body, ensure that funding to support pupils entitled to the pupil premium are used effectively to support their learning and personal development. As a result, these pupils make good progress and are closing the gaps with all pupils nationally. The school ensures all pupils are treated equally and discrimination is not tolerated.
- **The governance of the school:**
 - is good and meets all statutory requirements for safeguarding
 - ensures that there is good support for senior leaders, but it also holds the school to account for its work. For example, governors challenge the school well about the use and impact of pupil premium funding
 - sets clear direction for the school's future and is ambitious for the school as seen in the

federation arrangements

- manages the budget well and provides clear guidance on strategic financial issues.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102140
Local authority	Haringey
Inspection number	400531

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Father Colin Coppen
Headteacher	Linda Sarr
Date of previous school inspection	22–23 September 2009
Telephone number	020 8888 7125
Fax number	020 8888 9016
Email address	admin.stmichaelsn22.haringey.sch.uk

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