



# St Michael's Church of England Primary School, Bamford

## Inspection Report

**Unique Reference Number** 105813  
**LEA** Rochdale  
**Inspection number** 277416  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Mr Peter Jones CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Bury and Rochdale Old Road
<b>School category</b>	Voluntary aided		Heywood
<b>Age range of pupils</b>	4 to 11		Lancashire OL10 4BB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 369339
<b>Number on roll</b>	236	<b>Fax number</b>	01706 625295
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Paul Gully
<b>Date of previous inspection</b>	29 January 2001	<b>Headteacher</b>	Mrs Gillian Rhodes

Age group	Inspection dates	Inspection number
4 to 11	7 June 2006 - 8 June 2006	277416

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a primary school of average size serving a mixed area where the socio-economic characteristics are generally above average. Pupils' attainment on entry is above average. The majority of pupils are of White British heritage and there is a small number from minority ethnic groups. The percentages of pupils known to be eligible for free school meals and with learning difficulties and/or disabilities are well below average. The school holds Healthy Schools and Smoke Free Awards.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's overall evaluation that it is a good school with some outstanding features. These include pupils' personal development and attainment, and aspects of leadership and management. It provides good value for money. The school consistently reaches the highest standards in national tests, and pupils, including those with learning difficulties and/or disabilities, make good progress. This is because the quality of teaching and learning, the curriculum and leadership and management are good. The quality of provision in the Foundation Stage is good. Assessment arrangements are generally good. However, measurement of individual pupils' rates of progress is not carried out regularly or precisely enough, and this reduces the effectiveness of the good teaching and learning. Sometimes, the work set in the research aspects of topics in history and geography does not match the abilities of individuals and groups of pupils and this impedes their progress. The school is expanding teaching that combines different subjects and also developing independent thinking to increase the range and versatility of pupils' learning. The personal development and well-being of pupils are outstanding. Their attitudes and behaviour are exemplary and they clearly enjoy their lessons, as indicated by their excellent attendance. Pupils take good advantage of the many opportunities for enrichment, particularly in sport and music. The school's strong Christian ethos underpins its work and the atmosphere is caring and considerate. Parents and carers are very supportive of the school's work.

The school is well led and managed and the governing body provides exceptional support and vision. The school has made good improvement since the last inspection and has outstanding capacity to improve further.

### What the school should do to improve further

- Improve the school system for recording the rate of pupils' progress so that work is consistently matched to pupils' needs.
- Ensure that research work set in history and geography topics matches the pupils' abilities and needs.

## Achievement and standards

### Grade: 2

Inspectors agree with the school's view that standards and achievement are good. Pupils of all ages and abilities, including those with learning difficulties and/or disabilities, make good progress based on challenging targets. On entry to school, pupils' attainment is above average and thanks to the good teaching they receive, good progress is maintained throughout the Reception class in all areas, though the school has recognised the need to raise the standards of boys' creative development. Standards continue to rise steadily in English, mathematics and science and are consistently well above average by the end of Key Stage 2. In 2004, the school's Key Stage 2 science national test results were the best achieved nationally. Pupils' progress

over time throughout school has been generally good. The school has been quick to put in place programmes that are beginning to have a positive impact on gender differences in performance, most notably in boys' writing. The issue from the last inspection, regarding pupils having opportunities to use their well above average ICT skills across the curriculum, has been very well addressed. Some outstanding work was seen in art and design and technology. However, aspects of research work in topics involving history and geography are not as consistently well matched to pupils' needs and tend to limit their progress.

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

### **Grade: 1**

Personal development and well-being are outstanding. Staff ensure pupils thrive in a safe environment. This is a welcoming school community, where the relationships between its members are excellent. The confident and resourceful school council has drawn up a pupil friendly anti-bullying charter. This is one of the many ways in which pupils are encouraged to contribute to the community and take responsibility. Attendance is outstanding, reflecting pupils' enjoyment of school and the support of parents and carers. Pupils' behaviour is excellent in lessons and around the school. Pupils are not excluded. Challenging targets are set, though they are not reviewed regularly enough. The school's success in maintaining high achievement in literacy and numeracy greatly enhances pupils' future economic well-being. Pupils' spiritual, social and moral development is outstanding overall. Pupils' spiritual awareness is outstanding, particularly as a result of the close links forged with St Michael's Church. Their cultural development is good, and their knowledge and understanding of other cultures is developing well. Pupils are very aware of how to lead a healthy lifestyle. There is a good range of physical and other social activities, in spite of some limited accommodation. Pupils develop the personal attributes and academic skills that equip them well for the next stage of their education. Pupils of all ages are aware of their responsibilities as citizens and take pride in raising monies for a variety of good causes.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Effective learning takes place because of the enthusiasm that the teachers and their assistants have, their knowledge of their pupils, and the way in which all the staff work as a team. For example, there is exceptionally good work in art and design and technology. Pupils know that they are well cared for and in a safe and secure learning environment. They all behave outstandingly well in lessons, work hard and make good progress. Planning by teachers is monitored well by subject leaders, who have a good understanding of strengths and weaknesses in the teaching. Secure in the success they have maintained in literacy and numeracy, staff are becoming more adventurous in encouraging pupils to develop independent learning and research skills. This makes learning more exciting and

interesting, and further motivates the pupils. The work set is well matched to pupils' abilities in English, mathematics and science but less well in aspects of research work in geography and history. The progress of some pupils in these areas is hampered as a result. Managers use resources effectively to meet the challenges of large pupil numbers in the different year groups. Assessment is detailed and accurate. However, the information is not always used well enough to enable staff to measure individual pupils' progress regularly so that teaching and targets can be quickly adjusted.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Pupils benefit from a curriculum that is well matched to their needs, and increasingly encourages independent learning and thinking skills. However, opportunities for homework to extend the good work done in class are sometimes missed. There is a growing emphasis on the effective use of computers by pupils in all their subjects. Cross-curricular work is strong, and contributes to the work seen of a very high standard in art and design technology. Teachers make good use of facilities on and off site and this helps with pupils' personal development. There is an extensive and still developing range of activities, including music and sport, which develop pupils' non-academic interests and attributes. Pupils with learning difficulties and/or disabilities are well supported both in and out of the classroom. All pupils benefit from extensive provision in personal, social and health education and citizenship.

## **Care, guidance and support**

### **Grade: 2**

The inspection findings show that the quality of care, support and guidance is good rather than outstanding, as the school had suggested. There is a well coordinated approach to promoting pupils' health which includes appropriate education in sex, drugs, and relationships. Child protection and health and safety procedures are in place and in line with local authority guidance. They are well known by staff. The number of pupils taking a school lunch is increasing, reflecting a commitment by school meals staff to provide a healthy menu. The school holds the prestigious Healthy Schools and Smoke Free awards. There is a strong partnership between the school and its overwhelmingly supportive parents and carers. One comment, typical of many which inspectors received, spoke of the 'wonderful education and experiences' their children had enjoyed. Though pupils are set challenging targets, the school does not measure progress towards them regularly enough. As a result, academic guidance given to pupils is not consistently well defined.

## **Leadership and management**

### **Grade: 2**

Inspectors agree that the quality of leadership and management is good. The headteacher provides perceptive and sensitive leadership and has a very clear vision of the school's future development. The strategic management of the school is

outstanding. Morale is very good. Teamwork and commitment at all management levels result in all staff working together to successfully realise the ambitious plans contained within the school development plan. These are strongly focused on raising achievement and standards and further improving accommodation and resources. Financial long term planning, a key issue at the last inspection, is now first-rate. The monitoring of teaching and learning is good overall and involves all levels of management; this contributes strongly to maintaining high levels of standards and achievement. The Foundation Stage is well led and managed. However, the school's systems for measuring the rates of individual pupils' progress do not permit easy and accurate measurement so that the teaching and targets can be adjusted accordingly.

Governors provide outstanding support to the school. They are rigorous and energetic with a range of skills and expertise applied for the school's benefit.

The strong teamwork and the shared vision based on strong self-evaluation and planning, provide the school with outstanding capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school

- You like coming to school and everyone gets along very well together.
- You are very proud of your school and its achievements.
- We know that your headteacher, deputy headteacher and governors know how to make your school even better!
- Teachers and classroom assistants work hard to help you to learn
- Your behaviour is excellent and you work very hard.
- The school keeps you safe and happy.
- We know that you enjoy the extra-curricular and sports activities and also raising money for charity.

What we have asked the school to do now

- We would like your teachers to look for even better ways of finding out how well you are doing in your work. Then they can change your targets more often so you all learn more.
- Make sure that the work your teachers set in all your subjects matches your abilities.

We appreciated talking to you and watching you learn. We wish you well for the future.