

Michael Primary School

Michael School recently underwent an external validation, which involved confirming the judgments the school has made about itself across certain areas. For the purpose of this validation, the following aspects were looked at in detail:

- Achievement against prior attainment
- Teaching and learning
- Distributed leadership

Achievement against prior attainment

Achievement against prior attainment is good. Pupils at the school make good progress academically, socially and emotionally. The vast majority of pupils make expected progress in English and mathematics and most make progress that is better than expected. The changes that the school has implemented for tracking, target setting and intervention is likely to lead to very good achievement in the current year.

Teaching and learning

Teaching and learning is good overall. Teachers have high expectations for pupils and set challenging activities that engage, enthuse, challenge and motivate them. All lessons had clear learning outcomes which were appropriately shared with the students. The pupils were clear in all lessons about the success criteria for their learning. Teachers actively engaged the pupils in the generation of the criteria and this is helping them to make good progress. The school provides good opportunities for pupils to learn outside the classrooms through, for example, educational visits and a range of extra-curricular clubs. Pupils spoke about these visits and clubs with enthusiasm.

Distributed leadership

Conversations with teachers confirmed that there is good distributed leadership in the school. Teachers are actively taking responsibility for areas of school improvement. They describe themselves as a 'family' that collaborates about all aspects of school improvement. The headteacher and deputy have effectively nurtured an effective team of teachers and ESOs. Teachers informed us that they feel 'empowered' to take the lead for aspects of school improvement. The School Council described how they take issues for improvement from their classes to the Council and these have led to improvements. One example is the development of the library.

Other areas considered

As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgments set out in the SSRE. It concurred with a range of statements including those that:

- Overall attainment and progress in the '6Rs' dispositions is good with pupils regularly reflecting on their progress.
- Pupils enjoy coming to school and behave very well.
- They show respect for themselves and for others.
- The school's tracking procedures identify areas of learning for improvement. One example is the gap between boys' and girls' attainment. Boys' attainment is

good. Girls' attainment is very good. The school has an action plan which aims to close the gap between the performance of boys and girls.

- Pupils, parents and teaching staff are very positive about the school. Parents informed us that their children prefer to be at school than at home. Teachers told us that they look forward to the end of holidays so that they can get back to the pupils. There is a genuine sense of pride about the school.

- The school's overall learning environment is a significant strength.

- The care, guidance and support provided by the school are significant strengths.

- The introduction of the International Primary Curriculum (IPC) has engaged and motivated the pupils and teachers.

Conclusion

The school knows itself very well. It is a well-led successful school in which the staff are particularly caring and in which pupils flourish. It is good overall and has a number of significant strengths. It is highly regarded by parents. It is in an excellent position to improve even further.

Mr Tony Robinson
Headteacher
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