



# Assessment for Reaccreditation

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|--------------------------------------|-----------------------------------------------|
| <b>School name and postcode:</b>     | St Michael's Catholic Primary School TE15 2DG |
| <b>Assessment date:</b>              | March 6th, 2024                               |
| <b>School Head Teacher:</b>          | John Lane                                     |
| <b>School More Able Coordinator:</b> | Helen Morgan                                  |
| <b>NACE Lead Assessor:</b>           | Barbara Firth                                 |
| <b>NACE Support Assessor:</b>        | N/A                                           |

## School context

- St Michael's is a high achieving two-form Catholic primary school and Nursery situated in Surrey.
- The school is part of the 'Catholic Ascension Trust' (CAT) which consists of three local Catholic primary schools and 2 Catholic secondary colleges. The schools share a board of trustees and an individual board of governors.
- The school was awarded the Challenge Award on March 23rd, 2021. The current MATCo (More Able Champion) is the Trust's lead practitioner for English and has been responsible for the More Able since September 2022.
- Although the profile of the school is changing, the proportion of pupils joining the school that are either disadvantaged or have English as an additional language and the proportion of pupils requiring SEND support is lower than the national average.
- Ofsted judged the school as outstanding in 2008 and reconfirmed the judgement at an interim assessment in April 2011. Subsequent self-evaluations and peer and external reviews confirm that the provision continues to be outstanding.
- Approximately half to three quarters of the sixty pupils in Reception have attended the school's Nursery provision. Attainment on entry to Reception is broadly in line with what is expected of children of this age but the pupils that have attended the school's Nursery have higher attainment than those that do not.

## Progress towards previously identified key action points

- **Sustain the high achievement demonstrated over time through identifying and responding to any regression post Covid and ensuring that those pupils capable of attaining the higher standard at the end of Key Stage 2 are successful.** The school sustained its high levels of achievement in July 2023 when 72% of pupils attained the expected level in both English and mathematics as compared to 59% nationally, and 7% attained the combined measure at greater depth. Attainment at greater depth in both reading and writing were well above the NA and in line in mathematics. Progress across the school is well above the national average and particularly so in reading and writing.

- **Continue to develop and embed pedagogy so that it is consistently of the highest quality and effective in challenging more able learners in all subjects.**

Observations during the reaccreditation day confirm that the quality of provision across the school is of the highest quality. All pupils are effectively challenged and are provided with the opportunity to develop independence in learning, take risks and collaborate with their peers.

- **Continue to develop ways to engage with parents of more able pupils both to utilise their particular skills and expertise to inspire others and advise them about how to support their children at home.**

The school enjoys strong relationships with parents and can demonstrate good progress in developing the links it has with parents of more able pupils. Parents have been invited into school to speak to pupils about their occupations and expertise, and workshops are planned for later in the academic year. The school agrees that this is an area for continued development.

- **Continue to develop opportunities for staff to share and grow their good and effective practice with regards to providing for more able learners with partner schools.**

Through the evidence shared and in discussions, it is apparent that the opportunities for staff to share their practice with the Trust primary schools is developing well through workshops in mathematics, oracy, art, and music. The MATCo is the English lead practitioner for the Trust and has provided CPD and led Deep Dives at each of the Trust schools. The school agrees that this is an area for continued development.

In summary, good and better progress has been made against each of the key issues identified at the first assessment.

## Summary of strengths for provision and outcomes

- The school's adopted mantra of 'Excellence, Enrichment, Enjoyment' succinctly describes the aspiration and ethos of this highly successful school. School leaders are outward looking and reflective. They have created an ethos of high expectations alongside an enjoyment of learning whilst seeking out and celebrating all pupils' achievements and strengths including those of the more able and talented. As one pupil said, 'It is fun here. The teachers are fantastic and very good at their job.'
- Provision for more able pupils is at the heart of the school. It is very ably led by the school's new dynamic and enthusiastic MATCo who is a driver for school improvement in its broadest sense.
- Policy documentation is robust, shared with governors and parents and owned by all staff. Identification criteria is inclusive and reflects the practice observed across the school. Subject leaders have contributed to the identification criteria.
- The leadership of the school have invested in providing excellent resources which support high quality provision and achievement. These include specialist teachers in Spanish, music, art, PE and computing and specialist rooms including The Lab for computing, science and DT; The Studio for music; The Hut for art; the Playground Stage, garden and pond. ICT is used very effectively including the Imaginarium which is an immersive classroom. A Year 5 pupil said – 'If you are asked to write about a forest but have never visited one – you can experience what it is like in the Imaginarium which means your writing is better.'
- All staff are passionate about ensuring that pupils develop into confident and resilient learners. Every classroom visited was a hive of positive activity. Opportunities to discuss, share and learn together, including leading learning, is embedded in every lesson.
- The staff seek out and celebrate the achievements and strengths of all pupils, including those of the more able and talented. The school's case study focused on the creation of 'Curriculum Ambassadors' to improve more able pupils' confidence in oracy. The pupils are chosen because of

their passion and achievement in the subject they represent and to promote the importance of the subject to their peers. This includes leading assemblies. Pupils spoke highly of this accolade. A Year 3 pupil said, 'When you get chosen you get a happy feeling' and another said, 'I just love music, so I am so proud to be an ambassador.' Another Year 5 pupil said, 'We try to show our passion for our favourite subject and technically help others who are struggling.'

- Individual pupil case studies evidenced how well the school identified strengths that are not always easy to spot, including one Year 6 pupil who - through the school's recognition and support - is standing to be elected for Surrey's Youth Parliament'. Pupils that are successful outside of school in sport, music and drama are celebrated in school and supported when they may have to take time out to attend events or perform in plays and musicals.
- The curriculum is broad, progressive, fun and ambitious for all pupils. High ceiling tasks ensure that challenge is evident in all subjects. 'Knowledge Organisers' are displayed on pupils' tables so that they can refer to them during lessons.
- Phonics teaching in Nursery and Reception is of a very high quality resulting in 90% of children being successful in the phonics screening in 2023. Progress in reading across the school is well above average and pupils interviewed demonstrated 'a love of reading.' Class libraries are very well resourced and popular with pupils. Reading Gladiators are pupils that are particularly good readers who are chosen to talk to other children about the books they are reading. They help to shape plans for making reading even more exciting. For example, making the school minibus into an outdoor library.
- Displays in the corridors and classrooms are of a high quality and are focused on the celebration of excellent work and learning showcased on 'The Gallery of Excellence'. This includes high quality models and artwork that pupils create at home.
- Targets are challenging and both progress and attainment of MAT students are rigorously tracked. Any underachievement and concerns are responded to in a timely and effective manner.
- Leaders are acutely mindful of the wellbeing needs of the pupils. As one pupil said, 'The teachers are kind and care about our mental health.'
- Transition is strong. Two thirds of the pupils transfer to secondary schools in the Trust. Pupils are ambitious and aspirational.
- An excellent repertoire of clubs including dance, hurling, fencing and archery; sporting and creative opportunities provides enriched learning, memorable moments and raised aspirations. The strong enrichment programme ensures that pupils are exposed to the cultural capital that will support them in their next stage in life and increase social mobility. 'Speaker's Corner', school trips and visits all provide opportunities for all round development. Of note are the school's high quality school plays and musicals.
- The school is a reflective learning community. It provides staff with a wide range of opportunities for regular pedagogical discussion. Consequently, staff demonstrate a particularly good understanding of classroom pedagogy for meeting the needs of the more able student.
- The student voice is strong and increasingly this includes seeking their views on how they learn best. In addition, there is a broad range of opportunities for students to develop their leadership skills both in the classroom and more broadly within the school.
- The school has good communication with parents of more able students who, in turn, are supportive. 'Pupil Passports' provide an opportunity for parents to inform the school about their child's achievements outside of the school.
- The leaders of the school have developed effective and robust self-evaluation and monitoring procedures, including those that focus on the more able. There is an identified link governor ensuring that all governors are knowledgeable about the NACE Challenge Award and what it means to the school.

## Summary of strengths for teaching and learning

All year groups from Nursery to Year 6 were visited during the assessment process. Subjects observed included Free Flow, Phonics, English (Reading and Writing), Mathematics, Science, Spanish, Computing and Religious Studies.

- Teachers are reflective and enthusiastic. They demonstrate excellent subject knowledge.
- Teachers plan together and provide challenge through a range of strategies including appropriate extension activities which encourage pupils to think hard. Pupils said that their teachers 'challenge us and make learning fun – which makes us more likely to it, for example 'learning outside.'
- Teachers provide an excellent range of resources which support pupils' learning including knowledge organisers, manipulatives, word banks, visuals and ICT.
- Teachers provide clear explanations and routinely ask questions that are targeted and promote thinking and extend understanding.
- Classrooms promote the 'learning conversation' through high quality collaboration. Pupils were observed working very effectively together, including with partners and in groups. In Year 3 science lessons, more able pupils led their groups as 'Mini Einsteins' or 'Science Explorers' through a carousel of activities.
- Assessment for learning is of a high quality. Teachers are agile in the classroom and through good questioning and effective 'in the moment' response to misconceptions they support pupils in improving their learning. In addition, useful written feedback in response to a piece of work supports pupils in improving their work.
- Pupils' workbooks confirmed that there are high expectations across the school for well-presented and accurate work with opportunities to write at length.
- Behaviour for learning is excellent. In all the lessons observed, there was a buzz of activity because pupils were positively engaged with and enjoying their learning. Pupils confirmed that, 'learning is enjoyable' and that their 'teachers help them when they are stuck.'

## Areas for development

- Further strengthen the school's policy for More Able and Talented Pupils to include definitions that reflect the very good provision currently in the school for both talented, exceptional and multi-exceptional learners.
- Strengthen the individual learning plans for exceptional, multi exceptional and talented learners so that there is an explicit reference to and clarity around the provision required to meet their needs.
- Embed and develop further the schools focus on 'writing for purpose' including giving pupils the skills to debate effectively and establishing opportunities to showcase the best writing through, for example, 'Writer of the Month' and writing competitions across the Trust.
- Embed and develop further strategies to support memory and recall and ensure that references to prior learning through 'subject links' are consistently made explicit by the teacher.
- Explicitly teach pupils how to take notes and consider introducing jotters across the school for pupils to use instead of whiteboards so that their observations are not lost and can be referred to another day.
- Review the balance of outdoor learning across the school to ensure there is a parity of opportunity across KS1 and KS2.

**Key issues** *(key action points to be included on the school's Key Issues Matrix)*

- Continue to sustain the high outcomes and excellent progress made by pupils across the school and raise the proportion of pupils that gain greater depth in mathematics so that it is as good as in reading and writing.
- Build upon the case study findings by developing the role of the Curriculum Ambassadors to become a point of consultation for subject leaders to discover how well pupils are learning in their subject.
- Continue to establish ways to raise pupils' aspirations through for example establishing 'Dream Catcher Assemblies' led by parents and other professionals, working with organisations like 'The Brilliant Club' and making links with universities.
- Continue to grow the collaboration with the other schools in the Trust and develop the role of the school as a lead school for more able provision.

**Challenge check-in due:** July 2025

**Next reaccreditation application deadline:** March 2027

**School wishes to be assessed for Challenge Award Ambassador status at next reaccreditation:** To be confirmed.

**NACE Lead Assessor signature:**

