



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR ST JOHN WITH ST MICHAEL CE PRIMARY SCHOOL

<b>Name of School:</b>	St John with St Michael Church of England Primary School
<b>Headteacher:</b>	Steven Rooney
<b>Hub:</b>	Aspire Hub
<b>School phase:</b>	Primary School
<b>MAT (if applicable):</b>	Forward As One CE Academy Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	18/03/2024
<b>Overall Estimate at last QA Review</b>	Not applicable
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	28/03/2023



**QUALITY ASSURANCE REVIEW**  
**REVIEW REPORT FOR ST JOHN**  
**WITH ST MICHAEL CE**  
**PRIMARY SCHOOL**

**Quality Assurance Review**

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>Leadership at all levels</b>	Leading
<b>Quality of provision and outcomes</b>	
<b>AND</b>	
<b>Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs</b>	Effective
<b>Area of excellence</b>	Not applicable
<b>Previously accredited valid areas of excellence</b>	Not applicable
<b>Overall peer evaluation estimate</b>	Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## **1. Context and character of the school**

St John with St Michael Church of England School is a small Primary School located in Shawforth near Rochdale. It is a part of the Diocese of Manchester. It is a place where pupils, parents, staff and governors “work together as one team to become the best they can be”.

The proportion of disadvantaged pupils is above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND), including pupils with an educational, health and care plan (EHCP) is below average. The vast majority of pupils are from a White/British background. The school ethos is built on strong Christian values and leaders encourage pupils “to develop positive attitudes to learning and develop inquisitiveness about the world around them, helping them to flourish as model citizens within their community”. The school is part of the Forward As One CE Academy Trust.

### **2.1 Leadership at all levels - What went well**

- The executive headteacher’s determination and strong leadership have created a culture of high expectations and a drive for continual improvement. He is supported by a strong team of leaders who share the same ambitions for their pupils.
- The curriculum is ambitious as it is planned carefully to make best use of all pupils’ interests and aptitudes. Leaders have a clear rationale for ensuring that pupils benefit from a wide choice of subjects.
- Leaders have designed a reading curriculum that teaches pupils how to read while also developing a love of reading. The school teaches phonics well and has provided training to all staff. There is a wide range of books and pupils enjoy reading books by different authors and about different cultures. As a result, over time, pupils learn to read with confidence and also read for pleasure. They also gain a strong understanding of different cultures.
- The leadership team has implemented rapid, decisive actions to improve standards in schools. For example, the introduction of Power Maths has secured consistency across school. The well sequenced curriculum allows pupils to know more and remember more over time. The mastery curriculum in mathematics is fully embedded. Consequently, pupils’ progress in books and during lessons is rapid.
- Subject leaders are knowledgeable and play a key role in supporting, guiding and motivating their teachers. There is a cohesive approach to planning and in delivering a curriculum which is accessible to all. Leaders recognise a few subjects are under development.

- Excellent tracking systems enable staff to monitor the progress of individual pupils and, when gaps in knowledge exist, subject leaders are quick to modify their curriculum intents. A range of support and intervention is available to pupils who are underachieving in a particular subject (Rapid Improvement Plans).
- The school, ably supported by the trust, has created an extensive programme of training for all staff. For example, leaders' engagement with the Maths Hub has built more capacity around mathematic mastery. As a result, staff have strong subject knowledge and are confident to teach the curriculum. The school uses technology effectively to enhance the curriculum. Staff adapt learning successfully for all learners.
- The school offers exceptional opportunities beyond the academic. Pupils join many extra-curricular clubs. Leaders develop pupils' understanding of other faiths, cultures and beliefs. This is apparent in the choice of reading materials which allow pupils to explore multiculturalism. This is also promoted through PSHE and assemblies.
- The Pupil Parliament provides pupils with an extremely strong model of how to act for the good of others. The school creates a community of responsible, compassionate young citizens: "Light Values are important in our school. You have to be truthful and have integrity. If we did not have togetherness, most people would not be friends".

## 2.2 Leadership at all levels - Even better if...

... leaders continued to improve pupils' outcomes in mathematics.

## 3.1 Quality of provision and outcomes - What went well

- Leaders and staff have the highest expectations for pupils' conduct. It is excellent. In the Early Years Foundation Stage (EYFS), children quickly learn to play together and how to share. Pupils know why it is important to do the right thing. Through leadership roles and/or responsibilities, older pupils instil pride in others. They help "friends in need" and are role models for younger pupils: "as sport leads, we make sure the little ones are never on their own and join an activity during break time".
- Pupils' attitudes towards learning are exemplary. Pupils love coming to school and attend well. Staff provide them with a rich set of experiences. School visits are closely linked to the curriculum. In geography and history, pupils explore those subjects in a local context. In Religious Education, pupils have a good understanding of different faiths. They particularly enjoy the vicar's contribution during collective worship and her visits to their lessons.

- The 'high think, high participation' model is well embedded. Teachers hook pupils in from the outset of the lessons. A flashback activity allows pupils to revisit and consolidate prior knowledge. Pupils recognise this strategy allows them to "remember a lot of facts" from previous lessons. They enjoy taking part in learning conversations as it allows them to deepen their knowledge.
- Modelling is a common feature of lessons. It allows teachers to demonstrate complex concepts. This was the case in a Year 5 mathematics lesson where the teacher's modelling led pupils to demonstrate their understanding of place values.
- Teachers are clear about what pupils should know and remember. This is very apparent in books and during lessons. This is because leaders have identified the key components of knowledge pupils should be exposed to. Dual coding and a multi-sensory approach were a common feature of all lessons. Ambition and expectations are high. For example, during phonics, pupils repeat various phonemes and rapidly move onto graphemes to secure good writing skills.
- All pupils benefit from an ambitious curriculum. Teachers skilfully adapt their delivery and materials to ensure equality of opportunity. Consequently, all pupils, including the most vulnerable, reach their full potential. This was very apparent in a Year 1 phonics session where low attainers, some with SEND, were exposed to simple phonemes before demonstrating their understanding through writing (spelling and self-assessment). This is particularly strong in core subjects and some foundation subjects.
- There is a clear programme of regular assessments across the school. Assessments are accurate and give a clear indication of the progress pupils have made and the next steps required in their learning. Ongoing assessment ensures that pupils receive the support they need in a timely fashion.

### **3.2 Quality of provision and outcomes - Even better if...**

... leaders continued to "level up" foundation subjects with core subjects by:

- Providing clear curriculum intents leading to ambition for all
- Developing effective resources for adaptative teaching
- Identifying clear assessment activities and milestones to inform curriculum modification.

#### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Leaders and teachers have created a highly inclusive learning environment for all pupils. They use the information available to design a curriculum accessible to all.
- There is a clear process of early identification of pupils with SEND. This allows leaders to implement early interventions where they are most needed. They include EHCPs and Pupil Passports, which are regularly reviewed with parents and key stakeholders. Consequently, the key documents are refined over time. Information about pupils, including strategies to best meet their needs, are shared with all teaching staff on Arbor, resulting in effective adaptation. Microsoft Teams is used to communicate effectively and efficiently with the school team at all levels. It supports accountability.
- Leaders are ambitious for pupils with SEND. They identify and assess pupils' needs well. In the best lessons, staff provide effective support so that all pupils make steady progress. In those lessons, they adapt teaching materials so that pupils can learn the same knowledge as their peers. This was, for example, the case during guided reading, where adapted reading materials allowed pupils to access the same text as their peers and demonstrate comprehension. In mathematics, the use of manipulatives also allows all pupils to access abstract concepts.
- Both pupils with SEND and the disadvantaged benefit from the same high expectations as their peers. This was very apparent in all lessons visited. When facing a problem or a challenge, they demonstrated high levels of resilience and a thirst for knowledge. In a Year 1 / 2 lesson, a pupil with emotional needs was paired with a peer. Consequently, this strategy led to the pupil with SEND to reach their full potential and access the same levels of ambition.
- Leaders are "relentless at accessing funding opportunities". For example, grants for the library, sporting activities etc have enhanced all pupils' experiences in school. The most vulnerable are very well supported within the curriculum and strong links with parents and agencies further enhance their progress. Enrichment activities are varied and well attended. A participation tracker allows leader to customise some of the activities for the most vulnerable and raise their levels of engagement. This allowed a pupil with autism to represent the school in a football competition.
- Leaders' use of assessment information is purposeful. It has informed bespoke interventions via split classes for both mathematics and reading through the effective deployment of teaching assistants. Consequently, both the disadvantaged and pupils with SEND make rapid progress over time.

## **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... in a few lessons, in foundation subjects, all teachers implemented the best pedagogies to meet the needs of all pupils, including the most vulnerable.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling



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the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)