



**QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
CREECH ST MICHAEL CHURCH
OF ENGLAND PRIMARY SCHOOL**

Name of School:	Creech St Michael Church of England Primary School
Headteacher/Principal:	Claire Marsland
Hub:	Somerset
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	20/01/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	26/01/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/10/2021

QUALITY ASSURANCE REVIEW REVIEW REPORT FOR GREECH ST MICHAEL CHURCH OF ENGLAND 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:

Leadership at all levels Effective

Quality of provision and outcomes **Effective**

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	Not applicable
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Previously accredited valid areas of excellence	Not applicable
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Overall peer evaluation estimate 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

Creech St Michael Church of England Primary School has ten mixed-age classes from 4 to 11 years. The school has grown substantially in recent years, due to extensive building nearby and its popularity in the local community. It is situated in a rural area, close to the Somerset County town of Taunton. A considerable proportion of pupils attend from outside the catchment area.

The large majority of pupils are of White British origin, although there are a few pupils from various ethnic minority groups, and a small number from service families. The proportion of pupils who have special educational needs and/or disabilities (SEND), and those on an education, health and care plan (EHCP) fall below the national average. The number of disadvantaged pupils is below national. Changes in the leadership structure have taken place, including recent appointments of a new SENDCO, assistant headteacher and a new headteacher who started her new role in January 2023 following the former headteacher's retirement.

2.1 Leadership at all levels - What went well

- The new headteacher has high expectations of herself, other senior leaders, staff and pupils. She has the support of a passionate senior leadership team. They share their analysis and strategies openly with staff and visiting reviewers.
- Leaders have established a positive learning environment where pupils and staff feel valued. A distributed leadership model ensures all staff are held to account. Monitoring of key objectives is apparent in the school development plans. For example, writing has been identified as a key area of development and strategies such as talk for writing have secured more consistency. The accelerated reading programme together with EEF research have also consolidated reading in school, particularly for hesitant readers. The school's continuing professional development (CPD) programme is focused on capacity building of key areas.
- The curriculum is broad and balanced. A curriculum pledge is in place and focuses on pupils working collaboratively, respectfully as well as being responsible and growing learners: "Together, we love, learn and grow". Leaders have established a curriculum rationale through the overview of subject documents. They map out curriculum intents, delivery and monitoring of progress. In some subjects, new leaders have made improvements to the curricula. They contain the important knowledge that pupils need to learn over time. In other subjects, the curricula are at an earlier stage of development.

- In the best subjects, subject leads' planning ensures that learning is carefully sequenced and pupils remember what they have learned. They have ensured that the curriculum is planned so that pupils build up their knowledge of the subject over time. They have also provided useful training for staff to improve the quality of their teaching. They also work closely alongside class teachers to identify gaps in knowledge.
- The curriculum also includes a range of opportunities for pupils to develop their personal and social skills. Enrichment activities are varied and rotated frequently: "We have tons of extra-curricular activities and visits! They are all linked to our learning". All pupils are encouraged to participate in these activities, including those with SEND. For example, all pupils attended the last three residential visits. Some pupils lead some aspects of the school life (ambassadors in Year 6, sport leaders, librarians, buddies and ethos leaders).
- Pupils show kindness to each other and get on well. Leaders expect pupils to follow the school rules, such as when to talk and when to listen to the teacher. Generally pupils follow these rules and understand the card system in place.

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

- ... leaders improved pupils' outcomes in phonics and writing.
- ... leaders ensured that the SEF and SIP were aligned, so that all areas of development identified in the SEF led to a clear plan for improvement in the SIP.
- ... leaders ensured that the curriculum in developing subjects are further developed and refined so that teachers can make sure that all pupils are exposed to the key knowledge they need to progress.

3.1 Quality of provision and outcomes - What went well

- Behaviours for learning are positive across school. Pupils demonstrate positive attitudes to learning and, in the best lessons, are resilient and not afraid to make mistakes. In all lessons visited, pupils benefit from positive relationships with their teachers. They speak confidently to visitors and share their views.
- In most lessons, teachers' regular checks ensure that pupils have understood new learning. They provide extra help for pupils who need it, including explicit retrieval prompts such as "can you remember?", "think back when you were in year ..." or "remind yourselves of your character from yesterday." Consequently, pupils have opportunities to revisit earlier learning. This helps to make sure that they remember their knowledge over time.

- In the best lessons, learning is well paced and strong questioning by teachers and support staff extends pupils' critical thinking and deepens their knowledge. In those lessons, teachers are clear about what pupils should know (key vocabulary). For example, in a Year 5/6 poetry lesson, the teacher used questioning to review prior knowledge of complex vocabulary such as personification, onomatopoeia and hyperbole.
- The effective use of talk partners (including sufficient thinking time) also deepens pupils' understanding through oracy. This was apparent in a Year 3/4 English lesson where pupils had to design a set of instructions for accessing a fantasy world. It gave them the confidence to rehearse their response orally before putting pen to paper.
- In most lessons, retrieval practices are used effectively to help pupils remember and apply their prior knowledge. Other effective pedagogies include multi-sensory learning, the use of visuals and manipulatives and WOW moments in English to explore new knowledge or abstract notions.
- Teachers' knowledge is usually strong. For example, in a Year 6 science lesson, the scientific knowledge of the teacher allowed pupils to apply their prior knowledge to a new learning experience. This enabled them to expand their vocabulary to describe soluble and insoluble materials.
- In some classrooms, the working walls are used effectively to allow pupils who may not have sufficient knowledge of standard sentence structure to create sentences independently and, for the more able, to write extensively. In those lessons, teachers provide pupils with subject specific vocabulary which is used in context. For example, in Year 3/4, pupils used the working wall to support their recall of the features of instructional texts. As a result, they could write about this topic with more precision.
- Pupils' books and displays around school show that pupils study the full range of subjects. Books contain clear evidence of clear SPaG and talk for writing strategies. In the best books, detailed and live feedback allows pupils to improve their work.

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

- ... leaders secured more consistency in the effective use of retrieval pedagogies (knowledge organisers, recaps, low stake assessments to identify gaps in knowledge and revisit etc.)
- ... leaders ensured that teachers benefitted from appropriate support to deliver amended curricula consistently well.

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

- Leaders have high aspirations for all their pupils, including those who are with SEND and disadvantaged. Pupils are usually well supported within the curriculum, and well-developed links with parents (coffee mornings) and other agencies further enhance their progress.
- The new SENDCO is enthusiastic about her role. There is a clear and more streamlined process of identification of pupils with SEND. She communicates strategies for supporting those pupils during their lessons through IEPs and pupils' passports (graduated response). Additional adults are usually working with individual pupils.
- In the best lessons, staff target individuals effectively to remove barriers for learning and ensure all pupils make progress. This is because they use the information about their pupils to inform pedagogical approaches which will have the greatest impact on their learning. This was very apparent in a Year 4 writing intervention where pupils explored question sentences by interacting with ice in order to create their own questions: "Why does ice look white?" "When did the ice get frozen?" Consequently, all pupils rehearsed question sentences with a peer within a productive and supportive learning environment. The use of a multi-sensory approach, "touching the ice", triggered pupils' imagination and allowed them to practise all planned key words. The teacher's selection of texts linked to her pupils' interests was highly productive as it allowed them to engage with their editing activity rapidly.
- In most lessons, when challenged, the most vulnerable pupils are not afraid to take risks, ask questions and challenge their peers. They are resilient when given the opportunity to face a problem and, in their books, take care with their work.
- The most vulnerable pupils are well supported through a range of additional programmes. They make particularly sustained progress in the bespoke programmes they take, such as the ELSA nurture programme or interventions to improve their literacy and numeracy skills.

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

- ... leaders continued to diminish differences between disadvantaged pupils and their peers, particularly those working at greater depth.
- ... leaders improved the attendance of the most vulnerable.
- ... the behaviour policy took the complex (behavioural) needs of some children into consideration.

... leaders reviewed their CPD offer to match the increasing range of needs, including pupils with complex behavioural needs.

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 the EBIs identified in the report

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