

# Inspection of St Michael and All Angels CofE Infant School

High Street, Lyndhurst, Hampshire SO43 7BB

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Inspection dates:	11 and 12 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are proud and happy to attend this school. Pupils' attitudes embody the school's values of 'love, compassion and respect'. They show wonderful empathy, for instance, by imagining what it is like to stand in someone else's shoes. They share generously and celebrate differences. This begins in the early years, where children quickly adapt to the school's routines and high expectations for their behaviour.

Staff have high expectations and pupils follow an ambitious curriculum that is well organised for mixed-age classes. Pupils work hard in their lessons and make good progress through the curriculum.

The school provides pupils with a vibrant range of wider opportunities that enhance and support the curriculum. Clubs broaden pupils' experiences and develop their talents and interests. For example, every pupil takes part in 'balance-ability', so that they leave the school knowing how to ride a pedal bicycle and take part in competitive sporting events. The school relishes being part of the local community and often pupils take part in important events, such as Remembrance Day. This helps pupils to develop into responsible and active citizens.

Parents are overwhelmingly positive about the work of the school. A typical comment was that this is a 'wonderful school with clear values that nurtures children and seeks to help them succeed.'

## **What does the school do well and what does it need to do better?**

The school has designed a broad and ambitious curriculum for pupils that has learning to read at its centre. The knowledge that pupils learn in each subject has been carefully identified and organised in a logical sequence. Teachers ensure that pupils have lots of opportunities to revisit what they have learned and build on what they already know. In the early years, the curriculum is adapted to respond to the specific needs of the children. They are well prepared for key stage 1.

Teachers are skilled at knowing how pupils learn best. Teachers give pupils time to practise their learning, and they provide adapted support to individuals, including those with special educational needs (SEND). They explain curriculum content clearly. However, sometimes, they do not check that pupils understand what has been taught well enough. This means if a pupil has any misunderstandings, these can be missed.

The school has established a high-quality approach to teaching phonics. Staff are trained to ensure that it is delivered well, starting in early years. This helps pupils to develop strong reading skills. The books that pupils read match the sounds that they are learning in the classroom. As a result, pupils soon become confident readers. The school quickly identifies the needs of pupils with SEND. It works with external experts to ensure that staff understand how to support pupils to access the curriculum. The support that staff put in place is very closely aligned to pupils' needs. As a result, pupils with SEND are successful in accessing the curriculum and developing their understanding.

The school has implemented a successful approach to maintaining high standards of behaviour. Pupils know the school rules and respect its values. There is very little inattention to learning. Children in the Reception Year learn to manage their emotions well and play cooperatively with their peers. The school continually emphasises the importance of regular attendance. It identifies quickly any pupils who are at risk of poor attendance and provides effective support. Over time, this has led to improvements in pupils' rates of attendance.

This is a highly inclusive place; the school's 'All Are Welcome' activities help pupils understand life in modern Britain. Every child enjoys a very well-considered programme of special experiences while at this school. For example, Reception children enjoy thrilling 'creepy creatures' visits, where they handle millipedes and ferrets and have the awe and wonder moment of seeing an owl fly. This helps pupils to understand the world around them. They appreciate the characteristics of different animals and later this knowledge helps them make rich connections between science and geography. In a museum visit to learn about the Titanic, pupils' learning is enriched when their snacks are determined by which class of ticket they have been allocated. Everyone takes part in special sporting events, such as the dodgeball tournament. This helps to build pupils' confidence and maturity, enabling them to be ready for the next stage of education. Leaders ensure that every pupil benefits from this rich programme of opportunities.

Staff feel well supported by leaders. They appreciate the support for their well-being and the help to manage their workload. Governors bring a wealth of educational and other expertise to their roles at the school, which helps them challenge and support the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **Information for the school and appropriate authority**

- Sometimes, the school does not make sure that teachers use assessment strategies effectively. This means that, on occasion, staff are unsure in their teaching what pupils already know and understand. The school should ensure that teachers use assessment strategies well to inform their teaching and help pupils to build up a secure body of knowledge.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116366
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10359399
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jill Cairns
<b>Headteacher</b>	Mathew Bowen (Executive headteacher)
<b>Website</b>	<a href="http://www.oakscelearningfederation.co.uk">www.oakscelearningfederation.co.uk</a>
<b>Dates of previous inspection</b>	15 and 16 October 2019, under section 8 of the Education Act 2005

## Information about this school

- St Michael and All Angels is designated as a Church of England aided primary school.
- The most recent section 48 inspection of the school took place in May 2024.
- The school is part of the Oaks CE Learning Federation. It comprises three infant schools in the local area.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors met with the headteacher and other leaders. The inspector also met with representatives of the board of governors, including the chair of governors, a representative from the diocese and local authority representatives.
- The inspectors met with some pupils and members of staff to discuss their views of the school. The inspectors also took their views into account through their responses to Ofsted's online staff survey.
- The inspectors considered responses to Ofsted Parent View.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Ginny Rhodes, lead inspector

Ofsted Inspector

Paul Shaughnessy

Ofsted Inspector

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