



# St. Michael's C.E. (A) First School

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5<sup>th</sup> September 2016

## Update to Ofsted inspection

Ofsted Inspection: 4<sup>th</sup> May 2016

Leaders and those responsible for governance should ensure that:

- teaching continues to improve so that staff can help boys reach even higher standards in reading, writing and mathematics

Data from the end of the academic year 2015/2016 show the average of achievement for each end of phase:

### End of EYFS

Cohort in context:

Number of children : 30

Boys: 17

Girls: 13

SEN children: 0

Other vulnerable children: 3

Reading	Boys	40-60 months 'Secure'
	Girls	40-60 months 'Secure'
Writing	Boys	40-60 months 'Secure'
	Girls	40-60 months 'Secure'
Number	Boys	40-60 months 'Secure'
	Girls	40-60 months 'Secure'
Shape, Space and Measure	Boys	40-60 months 'Secure'
	Girls	40-60 months 'Secure'

### End of KS1

Cohort in context:

Number of children: 29

Boys: 12

Girls: 17

SEN children: 3

Other vulnerable children: 14

		All Pupils	Excluding SEN
Reading	Boys	Year 2 'Secure'	Year 2 'Secure'
	Girls	Year 2 'Secure'	Year 2 'Secure'
Writing	Boys	Year 2 'Developing+'	Year 2 'Secure'
	Girls	Year 2 Mastering	Year 2 Mastering
Maths	Boys	Year 2 'Secure'	Year 2 'Secure'
	Girls	Year 2 'Secure'	Year 2 'Secure'

*"Together we learn! Together we achieve! Together we believe"*

## End of Year 4

Cohort in context:

Number of children: 30

Boys: 17

Girls: 13

SEN children: 2

Other Vulnerable children: 9

		All Pupils	Excluding SEN
Reading	Boys	Year 4 'Developing'	Y4 'Secure'
	Girls	Year 4 'Secure'	Y4 'Secure'
Writing	Boys	Year 4 'Developing'	Y4 'Secure'
	Girls	Year 4 'Secure'	Y4 'Secure'
Maths	Boys	Year 4 'Secure'	Y4 'Secure'
	Girls	Year 4 'Developing'	Y4 'Developing'

St Michael's promotes equality of achievement by:

- Delivering a connected curriculum that is based on boy friendly themes
- Using recommended texts for English that are boy friendly
- Using a variety of teaching styles for pupils who are visual, auidial or kinaesthetic learners
- Using indoor and outdoor learning
- Day to day assessment and regular tracking of all pupil progress and achievement; with focussed intervention for pupils who are not at least maintaining expected progress

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