

# All Saints CofE VA Primary School

Boughton Green Road, Kingsthorpe, Northampton, NN2 7AJ

**Inspection dates** 21–22 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress is not strong enough in English and mathematics and requires improvement. It varies too much in Key Stages 1 and 2, reflecting inconsistency in the quality of teaching.
- Often, teachers do not set work that provides suitable challenge for all groups of pupils, particularly for the most able and, occasionally, for those of average ability. Consequently, some pupils lose interest and engage less well with their work.
- Teachers do not always give pupils enough opportunities to practise their calculation skills in working out mathematical problems, to write at length or to learn from their mistakes.
- The support provided for pupils with specific learning needs and those in receipt of pupil premium funding is not always accurately matched to their needs.
- In some lessons, teachers do not check pupils' progress closely enough. As a result, pupils do not always know how well they have done or how to improve their work.
- Pupils' achievement in reading and writing is held back when teachers do not pay enough attention to improving pupils' knowledge of phonics (linking letters and the sounds they make) during Key Stage 1 and their use in helping pupils to spell correctly.
- Checks made by senior and subject leaders do not always focus sharply on the impact of teaching on pupils' achievement, particularly the progress made by different groups.
- The governing body has not always held the senior leaders to account for the school's performance.

### The school has the following strengths

- The new headteacher has an accurate picture of the school's performance and what needs to be done.
- The governing body now supports and challenges the new senior leadership team to secure improvements as a matter of urgency.
- Attendance remains above average.
- Children in Reception achieve well and get a good start to their education.
- There is more good teaching in Key Stage 2 than at the time of the last inspection.
- Most pupils behave sensibly and feel safe at school.

## Information about this inspection

- Inspectors observed 30 lessons or parts of lessons, including two observed with the headteacher or her deputy. They also made short visits to lunch and playtimes and two assemblies.
- Inspectors heard pupils read, looked at their written work, and talked to one group of pupils about their views of the school.
- Meetings were held with the headteacher, senior and subject leaders, and three representatives of the governing body, including the Chair and Vice-Chair. The lead inspector contacted a representative of the local authority by telephone.
- Inspectors looked at a wide range of documents, including the school’s data concerning pupils’ current and recent progress, a summary of the school’s own evaluation of its work, the draft school improvement plan, monitoring of teaching undertaken by senior leaders, and records relating to behaviour, safeguarding and attendance.
- Inspectors took into account 41 responses to the online Parent View questionnaire, together with the school’s own survey of parents’ views. One of the inspectors talked informally with a small sample of parents who attended an act of family worship on the second day of the inspection.
- Inspectors also considered 32 questionnaires returned by staff.

## Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Lynn Alexander

Additional Inspector

Jacqueline Hibbert

Additional Inspector

## Full report

### Information about this school

- This school is larger than average. All years, including the Reception, have two classes per year group.
- The proportion of pupils who are supported by pupil premium funding is below average. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies to pupils known to be eligible for free school meals and those looked after by the local authority.
- Just over a quarter of the pupils come from a wide range of minority ethnic groups. Each ethnic group has only a few pupils.
- A very small minority of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or who have a statement of special educational needs is above average.
- A larger-than-average proportion of pupils join or leave the school part way through their primary education.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress at the age of 11.
- There is pre-school provision on the school site, and there are daily breakfast and after-school clubs. This provision is not managed by the governing body and is inspected separately.
- The school has experienced considerable staff changes since the last inspection. The headteacher and the deputy headteacher both joined the school in September 2013. Three experienced teachers were absent during the inspection due to maternity leave or illness. Two out of four teachers in Key Stage 1 joined the school since the last inspection.

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

- Make teaching good or better so that pupils make consistently strong progress as they move through the school, by ensuring that teachers:
  - set work that is at the right levels for different groups of pupils, especially for the most able, so all pupils remain fully engaged with their learning
  - adjust support for disabled pupils and those who have special educational needs and those in receipt of pupil premium funding that matches their individual needs more accurately, so they make rapid progress
  - assess and comment precisely on what pupils are learning in lessons so that they understand what they have to do to improve their work
  - give pupils more time to respond to teachers' marking and to rectify their mistakes.
- Raise achievement of all groups of pupils in English and mathematics by:
  - improving pupils' phonics skills during Key Stage 1 and their use in helping pupils to spell correctly in their writing
  - strengthening teachers' subject knowledge in the teaching of mathematics
  - increasing opportunities for pupils to apply their numerical skills to solving practical and real-life mathematical problems
  - providing regular opportunities for pupils to write at length in English and other subjects.

- Strengthen leadership and management by making sure that:
  - senior and subject leaders focus their observation of teaching and review of pupils’ written work on the progress different groups of pupils make
  - governors raise their challenge for senior leaders and expect them to secure higher levels of achievement for all groups of pupils and consistently good or better teaching over a sustained period of time
  
- An external review of governance should be undertaken in order to assess this aspect of leadership and management.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' progress is uneven across the school and it has not been consistently strong enough across Key Stages 1 and 2 for pupils' achievement to be good.
- Due to inconsistencies in progress over the years, standards in English and mathematics have fluctuated. In 2013, results showed a modest rise at the end of Year 2 after a dip in 2012. At the end of Year 6, there was a small rise in mathematics, but a dip in reading and writing. By the end of Year 6, some ground is made up due to better teaching, and standards achieved are broadly average, but overall progress still requires improvement from pupils' starting points in Years 1 and 3.
- Progress in reading is not rapid enough. Pupils' knowledge of phonics is growing, but not consistently so, in Key Stage 1. At the end of Year 1, the proportion of pupils achieving the expected standard in the phonics screening check rose in 2013, but remained below the national average for the second consecutive year.
- Pupils' progress in writing is improving, but not in all aspects of writing, including in writing at length. Whereas most pupils show gains in the use of grammar and punctuation which enable them to write sentences that make sense, their spelling lacks accuracy. Often, this is because pupils, particularly during Key Stage 2, are insecure in applying their phonic skills to spelling in their writing.
- In mathematics, pupils' progress is variable. Most pupils can work out routine calculations, but their skills in using them to solve practical and real-life mathematical problems are not as strong as they could be.
- Disabled pupils and those who have special educational needs make uneven progress. Many make the progress they should, but some do not. Senior leaders are already embarked upon ensuring that the extra help provided for them is continually adjusted to meet their varied needs.
- The progress made by the most-able pupils varies across the school. Most of them make at least the expected progress. They make slower progress when teachers do not demand enough of them.
- Most of the small number of pupils who speak English as an additional language, and those who come from a wide range of minority ethnic groups make progress that is similar to their peers.
- At the end of Key Stage 2 in 2013, pupils for whom the school receives the pupil premium funding were about two years behind others in the school. This gap was unusually wide as nearly half of this group had specific learning needs and some had joined the school towards the end of Key Stage 2. In 2012, there was very little difference between the two groups. Senior leaders and governors rightly acknowledge that the school has to adjust its support to speed up their progress. Currently, pupils in receipt of pupil premium funding are given additional support through one-to-one and small-group activities.
- Children in Reception make a good start from their starting points, which are usually below those that are typical for their age. Their good progress ensures that most of them enter Year 1 at or slightly above the expected levels and are well prepared.

**The quality of teaching****requires improvement**

- The lack of good teaching has held back pupils' learning and progress over time although, in Key Stage 2, more teaching is now good than at the time of the last inspection.
- In lessons where teaching requires improvement, the planned work does not provide a suitable level of challenge for all pupils, especially the most able, and occasionally for the pupils of average ability and the least able. As a result, some pupils lose interest in their work and this leads to restlessness and lack of progress.
- Teachers' checking of pupils' progress during lessons is not always sharply focused on what they have learnt and achieved. Comments made do not give precise guidance on how pupils could improve their work. Although pupils are often made aware of their mistakes in lessons and in their written work, not enough attention is given to correcting and learning from them.
- The teaching of mathematics is not as effective as it needs to be because teachers' subject knowledge is not strong enough across the school. As a result, pupils' progress is held back, particularly in skills relating to solving mathematical problems. The teaching of phonics is sound, but not enough use is made of them in improving pupils' spelling.
- Extra support is aimed at helping disabled pupils and those who have special educational needs as well as those who are in receipt of pupil premium to help them catch up with their peers. Senior leaders recognise that progress made by these groups is not yet rapid enough.
- In all lessons, teachers expect pupils to work hard. They provide opportunities for pupils to work with their peers and promote good relationships between different groups present in the school. The teaching assistants often work with small groups of pupils and effectively intervene to respond to pupils' individual needs. They keep pupils engaged with their work and help most of them to make at least the expected progress. In lessons where teaching is most effective, teachers and teaching assistants gain pupils' deep commitment to their work, which is reflected in the good quality and quantity of work they produce.
- Teaching is consistently good in Reception. Adults plan activities that appeal to children and promote good relationships and attitudes.

**The behaviour and safety of pupils****requires improvement**

- In some lessons, a few pupils show a lack of commitment to their learning because teaching does not capture their interest. When this happens, they do not make the progress they should.
- Occasionally, in the playground, some pupils' behaviour is boisterous and they are slow to line up at the end of playtime. Nevertheless, most pupils behave responsibly in and around the school. Parents and staff are satisfied with pupils' behaviour at school.
- Pupils are aware of the different forms of bullying, including name-calling and misuse of the internet. They say that bullying is rare and, if it occurs, adults deal with it firmly. Pupils feel safe at school and their parents agree with them.
- Most pupils relate well to their peers and adults. In Reception, children play and work well together in the classroom and outdoors.

- Attendance remains above average. The promotion of good attendance and punctuality is a regular feature in the life of the school.

### **The leadership and management**

### **requires improvement**

- Leaders and managers have not been effective in moving the school forward since its last inspection. The new senior leaders have a good grasp of the school's current performance. Priorities necessary to secure improvements in pupils' achievement and teaching are clearly identified reflecting an emerging capacity for improvement in the school.
  - Leaders' checks on teaching and their reviews of pupils' written work lack rigour. Monitoring is now more frequent, but not focused clearly enough on the progress different groups of pupils make in lessons and in their written work. This means the senior leaders do not have a full view of the impact teaching is having on pupils' learning and achievement.
  - The analysis of pupils' progress is becoming systematic and is now being used to hold teachers to account for pupils' performance. It informs the allocation of extra support for vulnerable groups to secure equality of opportunity for them. Senior leaders recognise that the support provided is not yet fully effective for a few pupils because the gap between their attainment and that of others remains.
  - The school has not had robust arrangements for managing the performance of teachers. New arrangements have been discussed and are about to be finalised. These are explicitly designed to link decisions on teachers' pay with their performance in the classroom.
  - The development of subject leaders is one of the school's priorities. Their roles and responsibilities are made clear, including their work with governors. Three of them are undergoing substantial training to equip them better to provide stronger leadership.
  - The range of subjects and activities taught provide for pupils' basic skills. The school has suitable plans to strengthen the quality of the teaching of physical education in the school and to increase pupils' participation in a wider range of activities. The plans also include ways of evaluating the impact of spending on pupils' physical well-being. Activities, such as music, dance, sport, art, educational visits and visitors to school, enrich pupils' experience and contribute to their spiritual, moral, social and cultural development.
  - The local authority's support for the school, which included a joint review of the school's performance, has been worthwhile in firming up the senior leaders' own view of the school's performance. Recently, it has successfully helped in establishing the school's partnership with another school with known effective classroom practice.
- **The governance of the school:**
- The governing body has sufficient strengths in its ranks to challenge the new senior leadership to aim high and to hold it to account for the school's performance, but has not fully used them in the past. Governors now know the school's strengths and weaknesses, particularly those concerning the quality of teaching and the achievement of different groups of pupils, including those in receipt of pupil premium. They recognise that they still need to do more to find things out for themselves. Governors fully understand and support the idea of linking any future increases in teachers' pay with their performance in the classroom and pupils' outcomes. The governing body ensures that safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	122096
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	428900

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Allen
<b>Headteacher</b>	Claire Dunstan
<b>Date of previous school inspection</b>	8 March 2012
<b>Telephone number</b>	01604 715658
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