

All Saints Church of England Primary School, Bexhill

All Saints Lane, Bexhill-on-Sea, TN39 5HA

Inspection dates 4-5 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders, well supported by governors, have raised the quality of teaching and learning successfully since the last inspection. Pupils in the school now are making good progress from their starting points as a result.
- Governors know the school well. They visit regularly to see how the school is doing. Governors use advice and training well to increase the robustness of these checks.
- Children in the Reception class quickly develop their speaking and listening skills because of the concerted efforts of a very skilled early years staff.
- Pupils' progress has accelerated because teaching is now good. Teachers use accurate knowledge of how well pupils are doing effectively to plan activities that help pupils achieve well. Pupils now make good progress across the school.
- Around the school and in lessons, pupils behave well. Adults manage behaviour effectively, making sure that pupils are clear about the school's rules and why they are important to keep.
- Pupils enjoy coming to school. They think the topics and subjects they learn are interesting and help them to learn well. Pupils' attendance reflects this, and this has improved.
- Across all year groups pupils say they know that the adults in the school help them to stay safe. They are very clear about how to stay safe when it comes to e-safety.
- Parents and pupils acknowledge the considerable improvements in the school over the past few years. The vast majority of parents would recommend this school to another parent.

It is not yet an outstanding school because

- Standards pupils reach at the end of Key Stages 1 and 2 remain below the national average.
- Fewer pupils than might be expected are working at the higher levels. Sometimes teachers miss opportunities to stretch the most able pupils even further, hindering their progress.
- When pupils, especially the most able, are writing, the range of words they choose limits their achievement.
- Pupils are not always as careful as possible when writing. They forget to use correct punctuation and grammar or make simple spelling mistakes.
- In mathematics, pupils do not always get the chance to explain their ideas or how they have solved a problem fully and so deepen their understanding of a particular concept.

Information about this inspection

- Inspectors visited all the classes to observe pupils' learning. Some of these were joint observations with either the headteacher or deputy headteacher.
- Pupils were listened to reading individually and as part of sessions teaching them about the sounds letters make (phonics). Inspectors looked at pupils' work in lessons and carried out a more in-depth scrutiny of work in their books from both Key Stages 1 and 2.
- Inspectors looked at a number of school documents to gain a picture of the school's work. These included the school's plans for improvement and reviews of the school's work by the local authority and others. They scrutinised information about pupils' standards and progress across the school from both this year and last. Inspectors checked the school's arrangements for keeping pupils safe, behaviour logs, its use of the primary school sport fund and pupil premium funding, and systems to set targets for staff.
- The inspectors met with senior leaders and subject leaders, as well as talking to other members of staff. They held meetings with the Chair and Vice Chair of the Governing Body, as well as a representative of the local authority.
- Inspectors took the views of 66 parents into account by looking at the school's most recent survey carried out this term. They analysed the 24 responses to the online Parent View questionnaire and spoke to parents informally at the start of the day. Inspectors considered the views of 16 staff who completed the staff questionnaire, as well as seeking their views during the inspection.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

David Lloyd

Additional Inspector

Full report

Information about this school

- All Saints is a smaller-than-average-sized primary school. Most pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to pupils known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in English and mathematics.
- More than half the staff are new to the school or their post since the previous inspection, including the mathematics leader. The English leader has recently returned to school following a period of absence and resumed her role.
- The school currently has a Reception class where children attend full time. Current building work is ongoing to provide the school with a Nursery class, due to open this year. The early years leader shares her expertise with other schools and is setting up a centre of excellence hub for early years on behalf of the local authority.
- Since the last inspection, permanent extensions to the school's main building have replaced two temporary classrooms.
- The school runs a breakfast club, as well as several after-school clubs.
- The school is part of the Bexhill Alliance of Schools and has recently begun to work with the Thrive Teaching School Alliance.

What does the school need to do to improve further?

- Raise achievement, especially standards at the end of Key Stages 1 and 2, so more pupils work at the higher levels by:
 - making sure pupils move on to work that stretches them promptly when they demonstrate they can do the work they have been given, particularly the most able pupils
 - developing pupils' vocabulary further and encouraging pupils to choose from a wider range of words in their writing
 - expecting pupils to always try their hardest to use the correct punctuation, grammar and spelling whenever they write and encourage them to regularly check their work to make sure they have
 - asking pupils more often in mathematics to explain fully their ideas, or their working out, in order to check their grasp of a concept and deepen their understanding.

Inspection judgements

The leadership and management are good

- Since the last inspection the headteacher has remained determined in her drive to raise achievement and improve the quality of teaching. With the effective support of other leaders, she has tackled weaknesses in teaching rigorously and managed considerable changes to staffing well. The staff have created a culture where everyone is working together to help pupils succeed. The overwhelming majority of parents and staff acknowledge the improvements achieved in pupils' progress and behaviour as a result.
- Leaders evaluate how well the school is doing, accurately. They use this effectively to set the priorities for the school and decide which to tackle first. Middle leaders, including subject leaders, have taken an increasing role in making these decisions alongside senior leaders. They also check to make sure that improvements are happening. Issues that had a negative impact on standards and achievement in 2014 have been quickly resolved, and inspection evidence shows progress improved as a result.
- Senior leaders and governors have used recommendations from external reviews successfully to strengthen the school's work, leadership in particular. As a result, subject leaders are able to demonstrate how they use information about pupils' progress, regular checks on pupils' work and observations in lessons to drive developments. They evaluate effectively the impact of their actions on pupils' achievement, for example the recent training on a new approach to teaching reading or the introduction of new mathematical resources. Some of these have not yet had time to see the full effect on raising standards and increasing the numbers of pupils working at the higher levels.
- The school is committed to ensuring equality of opportunity so that every All Saints pupil has the same chances to do well in life. It fosters good relations and does not tolerate discrimination. Leaders plan carefully how they spend additional funding to help disadvantaged pupils. Their checks on whether or not this is making a difference are thorough. They have successfully increased the attendance of disadvantaged pupils. With the appointment of a dedicated member of staff, leaders are helping these pupils to keep up with others in the school and achieve well.
- There are regular checks on the quality of teachers' work. Teaching is good because, alongside good support and training, clear guidance from leaders on how teachers can improve allows this to happen. Leaders set targets for teachers' performance that link directly to achieving the school's current priorities and to raising pupils' progress. A similar level of support and accountability is developing to improve further the work of teaching assistants.
- Leaders effectively share good ideas and teaching with other schools whilst seeking their expertise to help All Saints improve. The early years leader has worked alongside teachers locally to improve their early years teaching and setting up at All Saints a centre of early years excellence to build upon this work. As part of the Bexhill Alliance, the special educational needs leader led a group of schools in developing their approach to special educational needs. They successfully produced a leaflet for parents, including explaining recent changes.
- Pupils enjoy the range of subjects that the school provides and appreciate the imaginative way leaders seek to improve their learning. Leaders use the information they have on pupils' achievement effectively to help when planning topics and visits. For example, they are currently targeting expanding the choices of words pupils make when writing to raise standards, especially for the most able. They arranged for a writer in residence who is beginning to help develop and widen pupils' vocabulary.
- Activities engage pupils' interest and broaden their understanding of the world, different cultures and religions. Consequently, the promotion of pupils' spiritual, moral, social and cultural development is good. Pupils of all ages explain confidently the importance of being fair, accepting and respecting others who may be different from themselves, and why it is important to agree and follow the school's rules. As a result, they are well prepared for life in modern Britain.
- The school uses the sport funding well to employ a skilled sports coach to extend teachers' expertise and run after-school clubs. Staff report they are more confident in teaching different sports and pupils say they enjoy the increased range on offer, such as fencing and dodgeball.
- Safeguarding arrangements meet statutory requirements and are effective. Leaders, including governors, make sure that staff have regular training to help them carry out their responsibilities well. Checks have tightened further following a review of safeguarding to secure the safety of pupils at all times.
- The local authority has played an important role in the improvements since the last inspection. It has provided good support and training for staff and leaders, as well as external confirmation of teachers' assessment of pupils' work.
- Parents are very happy with the school and its work. All of those who responded to Parent View or the school's own survey earlier this year said they would recommend the school to others. The regular

newsletter and parent forum are effective ways in which leaders keep parents informed about the school.

■ The governance of the school:

- Governance is effective. Governors support the school's work well and share the headteacher's focus on providing the best possible education for the pupils. They know the school well through a good understanding of pupils' standards and progress, regular reports from leaders, and their own visits to the school. They use these visits effectively to check how well the school is doing, linking them to the school's priorities to see whether improvements are happening. They are becoming increasingly skilful at asking probing questions of leaders, so that they can better hold the school to account.
- Governors make sure that challenging targets are set for the performance of the headteacher and staff. They are fully aware of the quality of teaching and actions taken to improve this since the last inspection. Governors ensure that teachers' pay increases link to their competence and the impact of their performance on pupil achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well in class and around school. They are enthusiastic about their learning and collaborate well, respecting each other's views and ideas. Parents and staff overwhelmingly agree that pupils behave well.
- Pupils take a pride in the school and its new buildings. Displays in classrooms and corridors are well looked after, and work in pupils' books is generally neat and well presented. Occasionally, some pupils do not take as much care as they could in how they set out their work or check to make sure they have done their best work.
- Around the school, pupils are keen to take on responsibility. School councillors take their job seriously, considering suggestions other pupils make thoroughly before acting upon them. A recent blitz on litter in the school grounds spread so that the local area benefited from a spruce up too. Other pupils help in the playground as play leaders or help to remind pupils to behave well and keep the school rules.
- Pupils and parents both agree that behaviour has improved. There have been no exclusions since the end of 2013. Individual pupils explained to inspectors how their own behaviour had improved because the staff set consistently high expectations for behaviour. Pupils know the rules and think it is fair that if they behave well they get rewards and if they do not then there are consequences.
- The breakfast club has helped some pupils improve their punctuality and attendance. Attendance has risen for the last three years and is now above average.

Safety

- The school's work to keep pupils safe and secure is good. Leaders make sure everyone working at the school has completed the necessary checks. During the building work they have regularly reviewed the safety of the site, considering, for example, different evacuation routes when necessary. A review of safeguarding enabled leaders to tighten procedures making them even more robust.
- All parents who responded to Parent View, the school's own parental survey or talked to inspectors, said that their children are safe and the school looks after them well. Incidences of bullying are rare. Pupils acknowledge that they sometimes 'fall out' with each other, and occasionally someone may be unkind. However, they all agree that one of the adults in the school would sort it out if they had a problem. When questioned if pupils ever call names or make fun of each other because of the way they look or act, pupils asked responded, 'No, but why would you?'
- Pupils talk confidently about the different risks they face and how to keep safe. They understand the risks associated with the sea and tides, and regular lessons help them to remember how to act safely near roads. From the youngest through to the oldest, pupils can explain about the importance of e-safety. They know the pitfalls of using the internet and social media, what cyber bullying describes and what to do should they ever encounter it.

The quality of teaching is good

- Leaders' actions and changes to staffing have ensured that the quality of teaching has improved. Staff reflect on their teaching, what they have done well and how they can develop further. As a result, teaching across the school is now good and helping to ensure pupils make good progress. Evidence from pupils' work and information about how well pupils are doing confirm this.
- Relationships between all staff and pupils are good and so, right from the Reception class, they develop

positive attitudes towards learning. Pupils respond well to teachers' requests and instructions and are keen to learn. They enjoy their learning because of the interesting and engaging activities that teachers plan for them.

- In mathematics, pupils learn well because teachers are good at explaining new ideas and modelling how to solve problems. They use resources well, particularly when helping those who struggle to understand a new idea. There are times when teachers do not ask pupils to explain, either verbally or in writing, exactly how they have solved a problem or why they know a certain way of solving a problem is best. As a result, they miss the chance to deepen pupils' understanding of what they are learning further.
- Pupils enjoy reading because teachers choose interesting books to study and promote reading effectively through displays and events such as World Book Day. A recent focus on the teaching of reading has renewed teachers' and pupils' enthusiasm for books and reading. Pupils are keen to explain which are their favourite books and authors and why. The teaching of phonics is good and helps pupils to tackle tricky or unknown words.
- A whole school focus on the quality of marking means teachers use marking well to help pupils to improve their work. Pupils explain confidently how the guidance helps them to know what they have done well and what they should do to improve. They are conscientious in making the improvements teachers suggest and can show where this has happened. However, in their written work, pupils do not always think to check their work themselves for mistakes or use what they have been learning, such as capital letters or paragraphs. This hinders the progress pupils make in writing.
- Teaching assistants and additional specialised staff effectively support pupils of all abilities, including those with special educational needs and disadvantaged pupils. They work in small groups, one to one or in class, depending on where there is the greatest need. These staff know the pupils well, are included in planning and provide well-focused and effective help.
- Teachers use information on how well pupils are doing to plan activities and set work at the right level. They use questioning well to check that pupils understand their learning and correct any misconceptions that arise. Pupils, especially the most able, sometimes grasp an idea quickly. Occasionally, teachers miss the opportunity to move pupils on to more challenging work quickly enough, slowing their learning.

The achievement of pupils is good

- In classes across the school, all groups of pupils make good progress from their starting points in reading, writing and mathematics. Leaders hold regular meetings with teachers to check pupils' progress and use these effectively to hold teachers to account for how well their pupils are doing.
- Children in the early years start in the Reception class with skills and understanding lower than those typical for their age. A strong focus on developing children's speaking, as well as their social and physical skills, ensures that children achieve well. Increasing proportions reach a good level of development by the time they leave the early years. In July 2014 this matched the national average for the first time, demonstrating the good, and sometimes better, progress children had made from low starting points.
- Pupils' skills in reading unfamiliar words and linking letters to the sounds they make to help them read are improving as a result of how well pupils are supported to learn phonics. An increasing number of Year 1 pupils are meeting the expected level in the phonic reading check. In 2014 this figure reached the national average, with a greater proportion of disadvantaged pupils meeting expectations.
- Pupils achieved well in Key Stage 1 in 2014. These pupils made good progress from their individual starting points, although standards by the end of Year 2 remained low and few reached the higher levels. Pupils in Years 1 and 2 are continuing to make good progress.
- At the end of Year 6, in 2014, attainment in reading and mathematics rose, although remained below average. Attainment in writing and grammar, punctuation and spelling was low. These disappointing results did not match the school's expectations for some pupils' progress over time. Achievement in Year 6 has improved considerably since then as a result of leaders' actions in response to the 2014 test results. Pupils are now achieving well in all subjects. Pupils are making good progress across the key stage.
- Disadvantaged pupils across the school are currently making good progress because they receive effective support in class and get skilled additional help to catch up when they need it. As a result, the gap between their attainment and others in the school is closing in all year groups. They are no more than a term behind others in their class, and sometimes up to a term ahead.
- In the 2014 Year 6 tests, disadvantaged pupils did not do as well as others, either nationally or within the school in progress or attainment. Gaps, which had been closing within the school, widened. In writing they were two terms behind both other pupils in the school and nationally. In mathematics they were one term behind other pupils nationally and one year behind others in their class. In reading they were one and a

half years behind both other pupils in the school and nationally.

- Disabled pupils and those with special educational needs are making good progress from their individual starting points. They are achieving well in reading, writing and mathematics because of the good support they receive both within class, in small groups and one to one.
- In light of the 2014 test results in both Key Stages 1 and 2, the school has focused on stretching the most able pupils effectively and they are making good progress. More pupils are now working at the higher levels and work in pupils' books is showing good levels of challenge to extend their learning further. However, on occasions, teachers do not move the most able on to harder work quickly when they have shown they can do the work, or ask these pupils to explain their ideas fully. This slows their rates of progress.

The early years provision

is good

- Parents appreciate all that staff do to help their children settle when they first start school, and the support they receive to help their children's learning at home. Warm and welcoming relationships and consistently applied routines are evident throughout the setting.
- Teachers and early years staff are very skilled at targeting those areas where children's starting points are low. Staff encourage children to develop their speaking and listening skills well, modelling vocabulary effectively. Occasionally, when talking to children about their learning, staff miss opportunities to ask questions that make children think about their ideas or stretch their understanding further.
- Good teaching of early reading skills, including the sounds letters make, helps children to enjoy reading from the wide range of books available to read in the class. As well as providing many opportunities for children to practise their writing, staff focus effectively on developing children's physical development, such as how they hold a pencil, to help improve children's writing. Consequently, children make good progress across all areas of learning, preparing them well for the next stage in their education in Year 1.
- Children behave well because they become absorbed in the exciting range of activities staff plan for them. These motivate them to want to learn. They quickly respond when asked to do something, listening politely to staff and each other, because staff make sure the children know how to behave well. Children from different backgrounds work and play together happily. Whilst playing both indoors or outdoors, they behave sensibly and safely because staff make sure children know and follow the rules. Checks to keep children safe are thorough.
- Leadership of the early years is good. Effective use of information on children's progress means that staff know children's individual needs well, helping them to plan well-matched activities and good support. In order to continue to raise achievement, leaders recognised the need to provide children and families with the same quality support and learning from an earlier age. As a result, they have been successful in securing permission to open a Nursery at the school.

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

Unique reference number	114491
Local authority	East Sussex
Inspection number	453691

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Jenny Farrer
Headteacher	Sarah Massheder
Date of previous school inspection	14–15 March 2013
Telephone number	01424 219083
Fax number	01424 730917
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