

All Saints CofE VA Primary School

Inspection report

Unique Reference Number	122096
Local Authority	Northamptonshire
Inspection number	314215
Inspection date	20 November 2008
Reporting inspector	Melvyn Hemmings

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	355
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Thomas Winter
Headteacher	Judith Emery
Date of previous school inspection	14 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Boughton Green Road Kingsthorpe Northampton NN2 7AJ
Telephone number	01604 715658
Fax number	01604 711461

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors who investigated the overall effectiveness of the school and the following issues:

the reasons for inconsistency in pupils' progress

the extent to which governors and subject leaders are involved in promoting school improvement

how effectively the outdoor area for children in the Early Years Foundation Stage (EYFS) is used to support their learning.

Evidence was gathered from the school's self-evaluation form, assessment and tracking records, observations of the school at work, discussions with staff, the chair of governors and pupils. The parental questionnaire responses were analysed. Other aspects of the school were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

The school is larger than average and has EYFS provision in two Reception classes. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils are from White British backgrounds. The school continues its development from a middle school to a primary school and its number on role has increased significantly over the last two years. There is a pre school and after school provision on site that is not managed by the governing body and so is not commented upon in the report.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It is improving and, within a caring Christian ethos, it provides pupils with a safe and friendly environment in which to learn. Parents are overwhelmingly supportive of the school and appreciate the activities their children experience. One parental comment sums up the views of many, 'The Christian ethos of All Saints and the atmosphere of mutual respect and cooperation are immediately noticeable. Teaching staff go to great lengths to ensure all children are supported and encouraged in their academic studies and personal development.'

The good leadership of the headteacher and senior leaders has played a central role in the improvements made over the last two years. This has included managing the significant increase in numbers, with over 100 pupils having joined the school, to minimise any disruption to pupils' learning. They have overseen effectively the building of extra classrooms, adapted the curriculum to meet a wider range of pupils' needs and appointed new staff to strengthen teaching. They check carefully the school's performance to identify areas for development. This led to them targeting an improvement in standards by the end of Year 6, particularly in writing. A range of strategies was introduced, including placing a greater emphasis on accurate spelling and pupils writing sentences that are more complex and grammatically correct. This action has proved successful, with standards having risen significantly, and they are now above average at the end of Year 6. The school is aware that there is more to do to raise standards further, particularly in the EYFS and Years 1 and 2. Leaders promote community cohesion in a satisfactory way, particularly in school and within the local community. Some subject leaders are relatively new to their roles and do not have a clear view of how provision in their subjects could be improved. Governors are supportive of the school but their role in holding the school to account for its performance is insufficiently developed. Despite this, leadership and management is satisfactory overall. The school's recent track record shows good capacity to make any necessary changes in the future.

Pupils' achievement is satisfactory and they make satisfactory progress overall. However, progress is not consistent through the school. Pupils in Years 3 to 6 make good progress because of good quality teaching and learning. As a result, they attain standards that are above average in English, mathematics and science by the end of Year 6. However, teaching and learning is satisfactory overall because they are not as effective in the EYFS and for pupils in Years 1 and 2. Consequently, progress in these year groups is only satisfactory and does not enable them to make significant gains from their low starting points on entering school. As a result, standards by the end of Year 2 are below average in reading, writing and mathematics. The main reason that progress is satisfactory rather than at least good in these classes is because teachers do not always provide pupils with work that challenges them sufficiently. This leads to work being too easy for some pupils and too hard for others. Pupils have positive attitudes to their work and are keen to learn. They collaborate well with others in pairs and small groups and enjoy their activities. Relationships are good and lead to classrooms being calm and friendly places in which to learn. Teaching assistants provide extra support for pupils with learning difficulties and/or disabilities and this helps them make the same progress as other pupils.

Good personal development means that pupils behave well and are kind and considerate to others. They enjoy coming to school and this is reflected in their above average attendance. Their good spiritual development means they have a good awareness of their own and others' beliefs and show empathy for others. Pupils are keen to take on responsibilities and, in so

doing, make a positive contribution to the life of the school. For example, through their involvement in the school council, they enable all pupils to have a voice in how the school develops. They also contribute well to the wider community by fundraising for charity and taking part in local events, such as the Northamptonshire Arts festival. Pupils are adopting healthy lifestyles well and show a good understanding of the need to eat healthily and take regular exercise. They also show a good awareness of how to stay safe. Pupils are prepared well for when they move to secondary school.

Parents and pupils appreciate the good pastoral care and support provided by the school. Pupils say they feel safe in school and know they can talk to an adult if they have any worries or concerns. Thorough child protection arrangements mean that all staff know the procedures to follow if they have concerns about the well-being of a pupil. Risk assessments are firmly in place for activities in and around school and for visits. The school works well with outside agencies to provide extra support for individuals when required. The progress that pupils make is checked carefully. However, the information gained is not always used effectively by teachers of younger pupils to guide them to improve their performance. The good provision for music and physical education enriches the satisfactory curriculum. Pupils can join the orchestra and choir, learn to play a variety of instruments and have opportunity to take part in a variety of musical performances. There are many sporting activities for pupils, including a good range of out-of-school clubs and the opportunity to take part in a variety of local competitions and festivals. Such opportunities make a good contribution to pupils' personal and social development.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Satisfactory provision enables children to achieve in a satisfactory manner. Children enter Reception with levels of skill and abilities that are below those expected for their age. Though they make satisfactory progress, by the time they enter Year 1 standards are below average, particularly in reading and writing. The balance between adult-directed activities and those chosen by children is good. This makes a positive contribution to children's development as independent learners. Relationships between adults and children are good and lead to children being confident and happy in and around school. Teachers do not always provide suitably challenging work and this hinders the progress children make at times. They do not provide enough structured opportunities for children to use their knowledge of letters and sounds to develop effectively their reading and writing skills.

Children behave well and show enthusiasm in their activities. They take turns and share resources fairly. Adults place strong emphasis on promoting children's welfare and well-being. As a result, they feel safe and secure and are confident in trying out new experiences independently of adults. Satisfactory leadership has identified priority areas for improvement that include improving children's rate of progress and making better use of the outdoor area. Currently, this area is not used effectively throughout the day to support children's learning. The procedures for introducing children to school life when they start in Reception are successful in helping them to settle quickly into everyday routines. Good links with parents ensure they are kept fully informed about how their children are doing.

What the school should do to improve further

- Accelerate the progress of children in the EYFS and pupils in Years 1 and 2 by ensuring they are always given work that challenges them effectively.

- Ensure all governors and subject leaders are involved fully in promoting school improvement.
- Make effective use of the outdoor area in the EYFS to better support children's learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of All Saints Church of England (Voluntary Aided) Primary School, Kingsthorpe, NN2 7AJ

Thank you for the friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the things you do. Yours is a satisfactory school that is improving. It helps you reach standards in English, mathematics and science that are above average by the end of Year 6.

What we found out about your school.

- It is a very friendly place in which to work and play.
- Adults look after you well and make sure you are safe, both in and around school and on visits.
- You are leading healthy lifestyles and show a good awareness of how to stay safe.
- You enjoy coming to school and are keen to learn.
- There is a wide range of musical and sporting activities in which you can take part.
- You behave well and work effectively with others in pairs and small groups.
- Children in Reception enjoy trying things out for themselves.
- You make a good contribution to the school and local community.
- You are well prepared for when you start secondary school.
- Leaders of the school are working hard to make further improvements and help you do better.

What we have asked your school to do now.

- Help those of you in Reception and Years 1 and 2 to make faster progress by giving you work that always makes you think hard.
- Make sure that all governors and those teachers who lead subjects are involved fully in helping the school to improve.
- Improve the use of the outdoor area for children in Reception to better support their learning.

You can help your school improve further by continuing to try your best in all you do.

Yours sincerely

Melvyn Hemmings

Lead inspector