

All Saints Church of England Voluntary Aided Primary School, Winfarthing

Inspection report

Unique Reference Number	121128
Local Authority	Norfolk
Inspection number	358935
Inspection dates	4–5 October 2010
Reporting inspector	Michael Sutherland-Harper

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Richard McGarr
Headteacher	Louise Norgate
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 10 lessons taught by four teachers and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at documentation, including the school improvement development plan, the school improvement partner's reports, minutes of meetings of the governing body, policies and data about pupils' attainment and progress. The team analysed the responses to 47 questionnaires returned by parents and carers in addition to those completed by pupils. Staff questionnaires were not completed by the school due to administrative difficulties.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress of specific groups of pupils, including girls at Key Stage 1, boys in English, pupils with special educational needs and/or disabilities and the gifted and talented.
- The progress made with the teaching of mathematics at Key Stage 1.
- The impact of leaders and managers, including the governing body, in driving improvement forward.
- The effectiveness of teachers' use of assessment information to plan lessons that challenge all groups of pupils to do well.

Information about the school

The school is smaller than the average primary school. Pupils come from the local village and other villages in the surrounding area. Almost all pupils are from White British families. All speak English as their first language. The percentage of pupils known to be eligible for free school meals is low but rising. The proportion of pupils from minority ethnic backgrounds is below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above the national average. The school holds a number of awards, including Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The strong sense of community and care for each other is underpinned by focused, ongoing support for the individual. As one parent put it, 'All children at this school are individuals and special and are treated as such.' Pupils' exemplary behaviour throughout the school contributes strongly to continuing improvement.

Children settle well in the Early Years Foundation Stage and make good progress right from the start as a result of consistently good teaching. Attainment in Key Stage 1 is now more consistently above the national average as a result of focused planning which builds on close monitoring so that girls and boys regularly exceed their targets. By the end of Year 6, attainment is now above average in mathematics, science and English.

The school maintains a clear and effective focus on raising the quality of teaching, and is well placed to raise it to the next level. Pupils know how well they are doing and what they still need to do to improve their work, although not always how much they are capable of achieving. Staff do not always make clear to pupils how their short-term targets relate to their longer-term goals, and these in turn do not always reflect the highest expectations. Additional opportunities for pupils to lead and organise their own learning are beginning to ensure more rapid progress towards personal targets, but are not yet embedded as a regular feature of lessons. Assessment information informs planning and is used accurately to pinpoint pupils who need extra support. Regular staff meetings and discussions with parents and carers about progress, as well as improved tracking systems, enable the school to hone the attainment of groups and individuals, with the result that any remaining gaps in learning are rapidly closing. Provision for the most able pupils has improved, with skilful help from support staff to enhance learning.

Pupils have good opportunities to contribute to the school, which they value highly, as shown by their excellent behaviour and commitment to initiatives like the Eco Council. They feel that the school helps to keep them healthy and that adults are interested in their views so that they learn a lot in lessons. Pupils say they know how to ask for help and that issues are swiftly dealt with when they do. They enthusiastically support a range of extra-curricular clubs and activities and each other; for example, older pupils help younger ones with their lunches and look out for them in the playground. Opportunities for prayer and collective worship, good relationships and a clear sense of right and wrong support good spiritual, moral, social and cultural development.

The headteacher's clear leadership has taken the school forward with a strong sense of purpose and self-belief, as shown by the increasingly personalised provision and target-setting. All staff are involved in checking on achievement and the focus on tracking through assessment has led to ongoing improvement since the last inspection, along with a clear awareness of the school's strengths and weaknesses. The school is developing

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outside partnerships and cluster links further in its efforts to extend provision. An effective, dedicated governing body is united with the school in pursuit of the highest standards, a commitment also shared by staff and pupils. Together, these factors ensure that the school has good capacity for further improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and learning by consistently:
 - developing pupils as leaders and organisers of their own learning in the classroom
 - reviewing targets, on a regular basis, to ensure they are suitably aspirational and personalised
 - ensuring that planning clearly links pupils' long-term goals with short-term improvement
 - sharing high expectations with pupils so that they know what to aim for in their work.

Outcomes for individuals and groups of pupils

2

Children enter the school with skills generally at national expectations for their age. Pupils' achievement and enjoyment of learning are good. They are positive, work well in lessons and support each other in wanting to do well. Pupils' progress is now more carefully monitored to ensure that their targets are accurate and appropriate. This tracking and increasingly careful planning of lessons ensures that steady progress has been made to eliminate any remaining weaknesses, especially in mathematics and writing. In a Year 5/6 English lesson, boys were extending their writing skills because the teacher had used interesting visual images to encourage poetic creation. Fully engaged, the boys were ready to share their talented efforts orally with the rest of the class. In a Key Stage 1 lesson to stimulate mental mathematics, teachers and support staff worked closely together and used resources such as coins and pictures of everyday objects pupils buy or use to ensure that equally good progress was made by both girls and boys. Pupils with special educational needs and/or disabilities make good progress because of careful planning which includes activities such as guided reading and one-to-one mathematics that are tailored to the needs of the individual. Open-ended tasks in science and art are good examples of the extension possibilities being introduced for gifted and talented pupils.

Pupils are clear about the need for safety and seek to ensure that those around them are safe. All around the site, pupils interact with each other sympathetically and follow instructions at all times. They are prepared to take the lead and to express opinions, and carefully helped organise a harvest festival during the inspection; all groups of pupils were represented in the presentations. Pupils stressed the importance of healthy food and exercise and their commitment to activities like the Eco Council to improve the school is evident from excellent displays that also outline their responsibilities to each other. Pupils are very aware of the needs of people around them and are quick to seek to support the needs of the communities suffering from recent natural disasters in Haiti and Pakistan. They show great interest in understanding how the world works, as seen in a good science lesson on the food chain.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is consistently good. Focused lessons are characterised by good use of time and well developed questioning skills. Pupils were particularly excited when lesson planning allowed them to lead and organise their own learning, for example when creating highly individualised Olympic art work, but the school is at an early stage of developing this imaginative approach as a regular feature. Teachers seek to raise the level of challenge but do not always link their long-term expectations with short-term goals in ways which would keep the ongoing challenge in mind. They are beginning to discuss with pupils how use of their particular skills can take their efforts to the highest level. Teachers have strong subject knowledge and make good use of new technologies. Pupils know their targets and how to improve, especially through the opportunities for additional support provided by teachers and teaching assistants who have good knowledge of the pupils as individuals. Assessment and marking are used well to develop pupils' understanding through skilled questioning and growing use of day-to-day assessment.

The broad and balanced curriculum is enhanced by a good range of after-school clubs, topic work and increasing cross-curricular links, such as between science and geography, which also enhance local connections. The curriculum benefits from close work with other schools in the cluster. Music has a high profile and was a prominent feature at events

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during the inspection. Provision is being extended to develop further opportunities for gifted and talented pupils and sports skills through enrichment afternoons.

Pastoral support and guidance are at the heart of the school's work as it seeks to respond to personal and family needs. Support for all groups of pupils is linked to careful transition arrangements, including for a number of pupils who arrive partway through their primary school education, with an emphasis on welcoming everyone. The school works increasingly closely with parents and carers to ensure that they are contributing partners in pupils' care and learning, and with outside agencies to meet the needs of the most vulnerable pupils. Both pupils and their parents and carers feel that the school is a safe place to be, because pupils are carefully guided and cared for from the moment they start.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has focused on the continuing improvement of standards across the school through a shared sense of direction and dialogue with staff and governors. She has developed staff strengths to benefit the school and its pupils, in part through increased opportunities for delegated leadership. Rigorous tracking and monitoring systems are now in place to support pupils' progress. An emphasis on improving the quality of teaching and assessment has resulted in better planning, recording and training and a regular programme of lesson observations. Accurate self-evaluation has led to the systematic tackling of identified weaknesses, such as mathematics and writing, and ensured better outcomes for all groups.

The governing body works closely with the headteacher, has a good knowledge of the school, makes regular visits and is clear about the priorities for improvement which are clearly outlined in the school development plan. Its readiness to both support and challenge makes a good contribution to school improvement. Commitment to the promotion of equal opportunities is good and evident across the school, ensuring that there is no discrimination. The school takes great care to ensure that all remaining gaps in performance are closing rapidly and that no pupil is disadvantaged. Safeguarding is good: the school is secure, ensures that staff are well trained and highlights safety in displays. Concerns relating to children are a regular feature of staff meetings. The school promotes community cohesion well. Links with the local community and church are strong with regular interaction. Global events are regularly highlighted through fund-raising activities. The headteacher is seeking to develop links with another school to enable pupils to see their school in a wider national context and thereby enhance learning opportunities. The school is careful to target staff resources and funding to ensure good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children generally reach above average standards by the end of the Early Years Foundation Stage. Constant encouragement means that they quickly settle into the school and learn to play and work both independently and with each other. Children are made to feel secure from the start because they are valued as individuals. They make choices while also respecting the views and rights of others, whose welfare they look out for. The revamped outdoor area has enabled play opportunities to be further developed so that there is a free flow of activities. Children are encouraged to be active and are well aware of how to stay healthy and safe. A thorough induction process means that adults have a good understanding of children's learning needs. This knowledge is enhanced by the care with which they observe learning. Adults work closely together to ensure that activities are enjoyable, challenging and child-centred. As a result, relationships between adults and children are good and children respond quickly and positively to directions. The team leader plans carefully to meet the learning needs of all children and is rightly planning to reinforce language skills further through increased phonics work. Resources, including good use of new technologies, are well managed. Together with carefully timed activities, this ensures good progress and equal opportunities for all.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are positive about the school. They are particularly pleased that their children are kept safe and helped to have a healthy lifestyle, the high quality of behaviour and the preparation of children for their future lives. A small number of parents and carers expressed individual concerns relating to their child's progress and the leadership and management of the school. These were investigated, but followed no particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Voluntary Aided Primary School, Winfarthing to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	57	16	34	4	9	0	0
The school keeps my child safe	35	74	12	26	0	0	0	0
My school informs me about my child's progress	23	49	21	45	1	2	2	4
My child is making enough progress at this school	22	47	21	45	4	9	0	0
The teaching is good at this school	26	55	18	38	2	4	0	0
The school helps me to support my child's learning	25	53	17	36	5	11	0	0
The school helps my child to have a healthy lifestyle	28	60	19	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	45	25	53	0	0	0	0
The school meets my child's particular needs	21	45	20	43	4	9	0	0
The school deals effectively with unacceptable behaviour	24	51	22	47	1	2	0	0
The school takes account of my suggestions and concerns	24	51	19	40	0	0	3	6
The school is led and managed effectively	30	64	13	28	0	0	4	9
Overall, I am happy with my child's experience at this school	26	55	16	34	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 October 2010

Dear Pupils

Inspection of All Saints Church of England Voluntary Aided Primary School, Diss, IP22 2DZ

I was very pleased to visit your school recently with another inspector to look at its work and to see how well you are doing. Thank you for the warm welcome you gave us. Your school is a good school. We especially liked:

- the commitment of everyone at the school to improving it
- your excellent behaviour in and around the school
- the care, guidance and support you receive and the way you care for each other
- your concern to be safe and healthy wherever you are and whatever you are doing
- the development of teaching and assessment to meet your needs.

The headteacher, staff and governors want to make your school even better so we have asked them to do the following things:

- extend opportunities for you to develop further as learners by letting you organise and lead more of your own learning in class, and by reviewing your personal targets to make sure you are always aiming high
- help you improve your achievements by challenging you all the time, but also by making sure you know how your daily work takes you closer to meeting the challenge.

You can help to make your school even better by keeping up your excellent behaviour and always contributing and sharing your best ideas.

We wish you every success and thank you again for your welcome.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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