

All Saints CofE Junior School

Inspection report

Unique Reference Number	112837
Local Authority	Derbyshire
Inspection number	357204
Inspection dates	7–8 December 2010
Reporting inspector	Doris Bell

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Paul Steeples
Headteacher	Caroline Newton
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons, sampled a further seven, and saw eight teachers teach. They also met with groups of pupils, members of the governing body and staff. The team observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies. Inspectors also analysed the responses to the 114 questionnaires returned by parents and carers.

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

- Whether pupils are making better progress than in the past, and whether teaching is good enough to improve achievement in writing and mathematics.
- How well the curriculum supports and promotes writing in all subjects.
- Whether leadership at all levels is sufficiently clear and well enough focused on improving teaching and learning, and whether this is helping to accelerate pupils' progress in writing and mathematics.

Information about the school

This school is smaller than the average primary school, the number of pupils has fallen since the previous inspection. The proportion of pupils known to be eligible for free school meals is below average but the proportion with special educational needs and/or difficulties is above average. Most of these needs are around moderate learning difficulties, but a substantial minority are to do with behavioural, social and emotional difficulties. Only a very small proportion of pupils come from minority ethnic groups and none is at the early stages of learning English. There have been several disruptions in staffing since the previous inspection, including at senior management level and in Year 6, and the school does not currently have a deputy headteacher. A privately run after-school club, known as the 'Twilight' club, takes place on the school premises. It is subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory quality of education for its pupils, which results in their satisfactory achievement. The school's self-evaluation is accurate and well-founded. It is based on the headteacher's good understanding of what the school does well and what it needs to do to improve. For financial reasons, the school is operating without a deputy headteacher, and the duties normally carried out by a deputy have not been delegated to any other member of staff. Subject leaders are not well enough involved in checking teaching and learning first hand in the classroom. All of these responsibilities are undertaken by the headteacher who, therefore, carries a very heavy workload. This means that senior and middle managers do not contribute to overall school improvement as well as they otherwise might. Nevertheless, the leadership and management of English and mathematics are sound, and the actions taken are bringing about improvements in writing and mathematics.

Teaching, which is satisfactory overall, is also improving. Much good teaching, some of which had outstanding features, was observed during the inspection, and led to good progress in these lessons. This is the result of greater stability in staffing, joint planning within year groups and recent improvements in assessment procedures. Pupils know their targets, and the steps they need to take towards them, and they are becoming increasingly independent in improving their own work. This is helping to improve the currently satisfactory progress all pupils make, including those with special needs and/or disabilities. Taken together, all of the above demonstrates that the school has satisfactory capacity for further improvement.

Data held by the school, discussions with pupils, and analyses of pupils' work all show that attainment is average in Year 6 and progress is improving. However, many opportunities are missed to encourage pupils to use and extend their writing skills in different subjects. This is because, outside of English lessons, the otherwise satisfactory curriculum relies too heavily on worksheets that limit the amount of writing pupils do.

The good care, guidance and support provided for pupils enable them to work and play in a safe, secure learning environment. Pupils contribute well to the school and local community, and have a satisfactory understanding of different world religions and how they affect people's lives. However, their understanding of cultural diversity in the United Kingdom is underdeveloped. They have a good understanding of how to keep themselves safe, fit and healthy. All parents and carers who responded to the inspection questionnaire recognise the effectiveness of the school's work in these areas. Pupils are reflective and they behave well. They learn to care for each other and to appreciate the world around them. They leave the school adequately prepared for the future.

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What does the school need to do to improve further?

- Establish a sharper focus on developing writing skills across the curriculum by:
 - reducing the amount of worksheets that limit opportunities for pupils to practise and consolidate their writing skills
 - providing more opportunities for pupils to undertake sustained pieces of writing in different subjects.
 - Improve the leadership and management of the school by:
 - clarifying and extending the roles of the senior leadership team in supporting the headteacher
 - clarifying and extending the roles of subject leaders in improving teaching and learning in the classroom, especially in English and mathematics.
- Raise pupils' awareness of cultural diversity in the United Kingdom.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment on entry to and exit from the school is average. This represents satisfactory progress. Pupils currently in Years 5 and 6 are making good progress. They are on course to meet the challenging targets set for the end of Year 6. Their better progress is closely allied to their good attitudes and behaviour, and their good understanding of their targets and what they need to do to reach them. Pupils with special educational needs and/or disabilities make the same satisfactory progress as other pupils. Here, too, progress is improving as learning is more closely matched to individual needs.

In their writing, pupils develop a good range of vocabulary and literary techniques to engage the reader. For example, their good understanding of how to use personification, simile and metaphor in poetry enabled Year 6 pupils of different abilities to express their feelings about nature. However, pupils do not always use their writing skills well enough in different subjects because they have too few opportunities to do so. This limits their overall progress in writing. In contrast, there are some good examples of pupils using their mathematical skills well in subjects such as science and history. The focus on using and applying mathematical skills in investigative and problem solving work is improving progress in mathematics. Pupils also develop competent information and communication technology skills, which they use well to enhance their learning in different subjects.

Pupils enjoy school. Their attendance remains average because, in part, parents and carers still take holidays during term time, or keep their children off school on odd days for different events. Pupils converse confidently with adults and share ideas with each other. They make good use of opportunities presented to them in lessons to discuss their work with each other and this helps their learning. They report that bullying is very rare and they have signed up to the anti-bullying pledge. They trust the staff to deal quickly with any untoward behaviour. During the inspection, they sustained their good behaviour despite the snow preventing them from being outside as much as they would normally be, and showed good safety awareness in and out-of-doors.

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Pupils make a good contribution to the school community, for example, as school councillors, and they know their views are valued. They contribute to the local community, participating in local events, raising money for charity and helping those in need. The community, in turn, helps them in the greenhouse, the orchard and the herb garden, and they are particularly proud of this work. Encouraged by good quality healthy meals in school, pupils adopt healthy eating habits. Large numbers readily take part in the good range of sporting and exercise activities available to them, which contribute to their understanding of how to stay healthy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

All pupils, including those whose circumstances are likely to make them vulnerable, are cared for, guided and supported well. Pupils whose learning is falling behind are quickly identified and then supported to get their learning back on track. The recently established nurture group for pupils who need help with social and emotional difficulties contributes to this. Good transition arrangements ensure pupils are well prepared for the move to high school.

The curriculum, which includes a good range of enrichment activities, supports pupils' personal development well. It ensures all subjects are taught, but it does not provide enough guidance for teachers on how to promote writing skills in different subjects.

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Outside of English lessons, the over-use of worksheets prevents pupils from consolidating and extending these skills. Plans are in place to move towards a more creative curriculum.

The new assessment procedures introduced in September have considerably sharpened the tracking of pupils' progress. Staff now have clear information about how well their pupils are doing. They mostly use the information well to plan work for different groups of pupils, including those with special educational needs and/or disabilities. Staff use well-targeted questions to probe and extend individual pupils' thinking skills. Sometimes, however, their introduction to lessons are too long, and pupils become restless because they want to get onto their tasks. At other times, the pace of learning slows in parts of a lesson because work is not sufficiently challenging for some pupils. Nevertheless, teaching almost always ensures pupils are clear about what they are expected to learn, and how to assess it, and consequently pupils' progress is improving. The good marking seen in English, sometimes in mathematics, and occasionally in some other subjects, contributes to this. In the best lessons, teaching skilfully adjusts pupils' work as it is in progress, grabbing the moment to move their learning on further. This was observed on several occasions in Year 6, and presents a good model for the rest of the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is driving improvement and embedding ambition in staff through challenging targets, and a focus on raising pupils' attainment and accelerating their progress. Other leaders and managers subscribe to these aims and, as individuals, they can articulate clearly how to take their respective areas forward. What they lack is a clear overview of how all aspects of the school's work need to fit together to benefit pupils' learning. For example, they know that raising pupils' awareness of cultural diversity is one of the school's priorities. However, insufficient thought has been given to how to integrate this into the curriculum. Subject leaders have analysed pupils' work and teachers' planning, and provided an overview of strengths and areas for improvement. However, they have not followed this up with enough direct observations of lessons, to check whether staff understand and are acting on advice given, or whether they need support to do so. Currently, only the headteacher observes lessons. Her evaluations are accurate, but the time she has to follow up areas for improvement is very limited given everything else she has to do.

Procedures for safeguarding, including child protection, are good, and training is up to date for all staff and governors. The school is tenacious in securing support from external agencies when pupils or their families need it, to ensure that pupils are safe and well

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cared for at all times. Its good partnerships with parents, other schools and external agencies help in this.

Governance is satisfactory. Recent training has raised the governing body's awareness of how to be the school's 'critical friend', and they have made a good start towards fulfilling this role. The school promotes equality of opportunity and community cohesion satisfactorily. It ensures all activities are available to all pupils, different groups of pupils make at least satisfactory progress, and pupils understand it is wrong to discriminate against others. The school has a good understanding of its own context and of the community it serves. Strong links with the church help pupils develop some understanding of the wider world including, for example, the church's work abroad. While there are clear plans to develop pupils' understanding of different cultures within the United Kingdom, this aspect of community cohesion is underdeveloped.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The return from the parents' and carers' questionnaires was higher than in most primary schools. Almost all parents and carers who responded are very satisfied with the school. They are particularly impressed with the 'sense of community' that the school engenders, and several commented on the 'dedication and commitment' of the headteacher. While most parents and carers feel their children make good progress, a few expressed concerns about a lack of support, sometimes for more able children, sometimes for the less able. Inspectors found that more-able children are occasionally not pushed hard enough in lessons, but that less-able children are usually supported well, and in a number of different ways according to their different needs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE Junior School 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	54	51	45	1	1	0	0
The school keeps my child safe	72	63	42	37	0	0	0	0
My school informs me about my child's progress	56	49	49	43	8	7	0	0
My child is making enough progress at this school	55	48	50	44	7	6	1	1
The teaching is good at this school	63	55	48	42	1	1	0	0
The school helps me to support my child's learning	49	43	57	50	6	5	1	1
The school helps my child to have a healthy lifestyle	56	49	58	51	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)	65	57	43	38	1	1	1	1
The school meets my child's particular needs	52	46	56	49	3	3	1	1
The school deals effectively with unacceptable behaviour	47	41	61	54	3	3	0	0
The school takes account of my suggestions and concerns	41	36	62	54	4	4	1	1
The school is led and managed effectively	65	57	43	38	3	3	0	0
Overall, I am happy with my child's experience at this school	67	59	43	38	3	3	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.



9 December 2010

Dear Pupils

Inspection of All Saints CofE Junior School, Matlock, DE4 3LA

Thank you for welcoming us so warmly to your school and for talking to us about the many things you do there. It was good to see that you enjoy learning, and want to take part in everything the school has to offer. We were impressed with your good behaviour and your good understanding of how to keep safe, including in the snow. The adults in your school care, guide and support you well and you clearly trust them to help you should you have any concerns. As a result, you make good progress in your personal development, learning to care for and help each other, and to appreciate the world around you. You are clearly very proud of your eco work.

Your school is satisfactory because you currently make satisfactory progress in your learning. However, we can see that your progress is improving because you now have learning targets and you understand the steps you need to take to reach them. Your teachers usually show you how to do this in their marking. We found that there are several things the school could still do to help you make even better progress. They are to:

- give you more opportunities to write at length in different subjects so that you can get better at writing
- make sure that those who lead and manage different aspects of the school's work really understand their roles in helping you to make faster progress
- give you a better understanding of the different cultures that make up the United Kingdom today.

You can help in all of this by continuing to work hard, remembering what you need to do to improve your writing at all times, and finding out even more things for yourselves. We hope that by doing all of this, you will continue to enjoy learning in the future, as much as you do now.

Yours sincerely

Doris Bell

Lead inspector

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