

# All Saints CofE School

## Inspection report

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<b>Unique Reference Number</b>	123754
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359508
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Peter Clifton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Smith
<b>Headteacher</b>	Jeremy Weedon
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Fishers Mead Dulverton TA22 9EE
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<b>Email address</b>	office@dulvertonallsaints.somerset.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed five teachers. Meetings were held with members of the governing body, staff and pupils. The inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information and evidence of safeguarding procedures, and pupils' books. They analysed 42 responses to the parental questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's information about progress and learning, particularly in reading in Years 1 and 2, writing across the school, and of those with special educational needs and/or disabilities.
- How effectively learning targets are used in lessons.
- How well work challenges different groups of pupils, including additional support and intervention for pupils with special educational needs and/or disabilities.
- The impact of the work of leaders to improve provision to tackle areas of weaker progress, including the use of staff and resources from across the federation.

## Information about the school

This is a much smaller-than-average size school serving the local village and large rural community which is part of the Exmoor National Park. Most pupils are of White British heritage. The proportion of pupils who are known to be eligible for free school meals and of those with special educational needs and/or disabilities is below average. There are four mixed-age classes. Children in the Nursery are taught separately. Reception children are taught alongside others in Year 1. Nursery and Reception children have a separate outside learning area. The school is federated with a middle school sharing the same site and another local first school. There is a single governing body for the three schools. The headteacher for the federation took up post in September 2010 to lead all three schools. Other leadership and management posts are currently being appointed. There is an adjoining children's centre providing pre-school education which was not part of this 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

All Saints is a satisfactory school. Pupils' achievement is satisfactory and attainment is average. Across the school pupils' progress is satisfactory, including those with special educational needs and/or disabilities. There are some strengths in pupils' personal development. Pupils say they feel safe in school and parents and carers strongly agree. Pupils are confident in staff to help sort out any concerns that arise. They have a good understanding about keeping themselves healthy, which is shown in their participation in daily exercise, sport and in their healthy foods choices at playtimes. In and around the school they are polite and get on well together. Pupils' positive attitudes and behaviour enable learning to proceed appropriately in lessons. In group work, there are occasions when some pupils need gentle prompting to maintain their focus on their work. Pupils show a strong appreciation of the unique nature of the local area in which they live.

The quality of teaching and learning is satisfactory. However, inconsistencies in pupils' progress remain because lesson planning and delivery are not always sharp enough to meet the needs of different groups of pupils and expectations about what the pupils should achieve in the time available are not always high enough. There are times when the provision for pupils with special educational needs and/or disabilities is sharply focused on their needs but this is not always the case, for example when the whole class is taught together. Teachers provide pupils with a range of activities, including growing use of the outdoor area. This is promoting good enjoyment of learning. Leaders have improved the use of learning targets in lessons and there are now opportunities for pupils to assess how well they are doing. However, more remains to be done to embed this practice across the whole of the school and to strengthen pupils' understanding about what they need to do to improve. In the Early Years Foundation Stage there are well-organised outside areas but these are not being used to their fullest extent to promote all areas of learning.

Self-evaluation is satisfactory. The headteacher has carried out an accurate analysis of strengths and weaknesses which is being used to improve the provision for pupils. The use of expertise from across the federation is beginning to strengthen subject coordination. Some key weaknesses have been tackled since the time of the previous inspection report. Improvement has been made, for example, in providing opportunities for pupils to engage with others from different cultures and backgrounds. A common calculation policy has been introduced and the teaching of letters and their sounds ('phonics') has been strengthened. These changes are improving basic skills in reading, writing and mathematics. Several governors are newly appointed. They have been strategically engaged in developing the federation for the past three years and they acknowledge that monitoring and evaluation of the quality of current provision has been given less emphasis than it should. Staff, parents and carers now believe there is a clear direction for the future. This, together with improvements that have already taken place, demonstrates a satisfactory capacity for improvement.

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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.

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

- Accelerate pupils' progress, particularly inconsistencies in progress in different year groups, by:
  - ensuring planning consistently meets the needs of different groups of pupils and raising expectations about what can be achieved in the time available
  - developing the use of targets in lessons and giving pupils more opportunities to assess their own work and set themselves goals
  - bringing leadership capacity within the federation to bear on the school to strengthen subject coordination.
- Provide further training for governors so that they can strengthen their skills in monitoring and evaluating the school and provide a greater challenge to leaders.
- Improve provision in the Early Years Foundation Stage by:
  - ensuring activities are more closely aligned to children's needs
  - increasing the use of the outside space to foster all areas of learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Children typically start school with skills, knowledge and understanding that are in line with those expected for their ages. By the time they reach Year 4, attainment in English and mathematics is average. In Reception, children enjoy learning how to build new words such as 'boat', 'coat' and 'meet' using different letter sounds. In Year 2, pupils add and take away in tens confidently. In their writing, they made good progress in making their sentences more interesting by using adjectives and different connectives. Year 4 pupils write imaginative and interesting adventure stories and use the internet to research and record key facts about rivers.

While pupils are welcoming and considerate, they have yet to make a strong contribution to learning in lessons and there are occasions when they become restless because their learning is not being moved on quickly enough. Some older pupils are too reliant on adults to direct their learning and lose focus when asked to work independently. However, they do respond to gentle reminders from adults. Pupils comment that they are listened to by adults and are happy in school. They are clear about the possible dangers of using the internet and why there are special rules to ensure that they are kept safe on visits. Pupils know about the sort of foods they should be eating and the benefits of drinking water regularly. Younger children, for example, make positive choices about whether to eat a banana, apple or carrot at snack times. Many take part in extra clubs and lunchtime activities including sport. Year 4 pupils help to organise 'huff and puff' activities. The school council meets regularly and provides a voice for pupils' views although there remains more scope for them to run this for themselves. Older pupils have been involved in a project about how to make improvements to the local area.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

The atmosphere in lessons is purposeful and pupils show interest in their work. However, planning for different levels of ability within the mixed-age classes is not always sufficiently fine tuned to promote good outcomes. Expectations in some lessons are high, but on a few occasions teachers do not expect enough to be achieved in the time available. Similarly, questioning and discussion are good at times. Year 2 pupils, for example, responded well when asked to discuss their ideas with each other in literacy. Pupils know their individual targets and they are beginning to use these to move their learning forward in writing. However, this is not yet a consistent feature in lessons across the school and pupils are not yet helped sufficiently well to assess their own work and set their own goals. The headteacher has strengthened expectations for pupils, especially older boys, to be more responsible for their actions and this is improving pupils' engagement in learning. Valuable one-to-one support is provided to hear the pupils read, discuss plots and characters in stories and help with basic writing skills. However, when this is not available there are occasions when pupils with special educational needs and/or disabilities are unable to contribute effectively because the work is too difficult to access. The extensive grounds are used effectively in science to help pupils understand the diversity of nature. Topics such as the Victorians provide some good opportunities to write in different styles.

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While there are good links with the children's centre, including the transfer of records, this information is not used to its fullest extent to plan for the children's individual needs in the Nursery. The headteacher has taken positive steps to strengthen the quality of assessment information being made available to the middle school so that learning can be built on more effectively. Attendance is improving steadily and any absence is followed up quickly.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has brought a clear sense of purpose and direction to the federation of schools. Subject coordination is currently in transition as expertise from across the federation is being brought into the school. This is yet to have a significant impact on accelerating the rate of improvement. The governing body has effectively carried out its responsibilities to ensure that staff and pupils are safe. Its major focus has been on establishing the federation and supporting the appointment of key staff. Governors are not yet fully and systematically involved in evaluating the work of the school. They have recently consulted parents and carers for their views and this had led, for example, to newsletters being sent out on a more regular basis. Community cohesion is satisfactory. The pupils are beginning to develop their understanding of others from different cultures and backgrounds through contacts with a contrasting school and there are some promising moves to develop links with India. The school's promotion of equal opportunities is satisfactory. While there is improvement in some areas of the school's work, inconsistencies in progress between different groups remain. The school site is well maintained and secure. Staff have been well trained in child protection and the school follows good practice in the recruitment of staff.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

While children come into school with skills, knowledge and understanding that are in line with those expected for their ages, aspects of their personal development are stronger and reading and writing are the weaker areas. The children make satisfactory progress and most reach the expected levels by the time they enter Year 1. Provision is stronger in Reception than in Nursery because planning in Reception is more firmly based on children's needs. The outside areas are well resourced with play equipment and there are distinctive areas to promote enjoyment and engage the children's interest. However, free-flow between the inside and outside areas is sometimes too limited. In the Nursery, opportunities to promote early writing through mark-making are missed. In Reception, staff keep more extensive records and notes to track the progress of children than in Nursery. In both Nursery and Reception the children learn in a safe and secure environment and relate well to the adults. They enjoy playing in sand, riding on trikes, and take turns when using the slide. In Reception, the teaching of letters and their sounds provides a secure grounding for work in Year 1. The headteacher and other leaders have clearly identified the strengths and weaknesses in the Early Years Foundation Stage and are working on the areas for development.



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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Questionnaires from parents and carers indicate a strong level of satisfaction with what the school provides. Parents and carers think their children are kept very safe and inspectors endorse this view. The majority of comments relate to the school being a happy and friendly place and include some positive views about changes being made by the headteacher. A few parents and carers commented that they would like more feedback about their children's progress and about what is being taught. Leaders are aware of this because they have recently consulted with parents and carers about their views.

## 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 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	57	16	38	1	2	0	0
The school keeps my child safe	28	67	12	29	0	0	1	2
My school informs me about my child's progress	15	36	19	45	6	14	1	2
My child is making enough progress at this school	15	36	22	52	2	5	1	2
The teaching is good at this school	23	55	18	43	1	2	0	0
The school helps me to support my child's learning	19	45	17	40	5	12	1	2
The school helps my child to have a healthy lifestyle	20	48	21	50	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)	17	40	20	48	3	7	0	0
The school meets my child's particular needs	20	48	18	43	2	5	1	2
The school deals effectively with unacceptable behaviour	10	24	27	64	0	0	2	5
The school takes account of my suggestions and concerns	18	43	19	45	1	2	2	5
The school is led and managed effectively	25	60	14	33	1	2	2	5
Overall, I am happy with my child's experience at this school	25	60	15	36	0	0	2	5

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 May 2011

Dear Pupils

**Inspection of All Saints Church of England School, Dulverton, TA22 9EN**

Thank you for welcoming us to your school and for talking to us about your work. You were polite and friendly. You go to a satisfactory school. You told us that you are kept safe and enjoy coming to school. Here are some of the things we particularly liked about your school.

- You have a good understanding about how to keep fit and healthy.
- You get on well together in lessons and during play times.
- The individual help given to those of you with special educational needs and/or disabilities is often good.
- You show a strong appreciation of the local area in which you live.
- Your headteacher knows what needs to be done to help you to learn better.
- Teachers from the two other schools in your federation are starting to work more closely with your school to help it improve.

To help you make even faster progress, we have asked your headteacher to make sure you always get work which is at just the right level, and more help to use targets more often to assess your own work. We have also asked that the outdoor areas in the Early Years Foundation Stage are used better and children there given more help with their learning.

The governing body and your new headteacher lead the school in a satisfactory way and this is improving. We have given them some pointers to make these improvements happen more quickly through training and by helping the three schools in the federation to work together.

You can help your teachers by always coming to school unless you are unwell and by working as hard as you can all of the time.

Yours sincerely

Peter Clifton

Lead inspector

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