

# All Saints' Church of England Voluntary Aided Primary School, Newmarket

## Inspection report

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<b>Unique Reference Number</b>	124761
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359765
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Graham Preston

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 aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoffrey Jaggard
<b>Headteacher</b>	Jane Eccleston
<b>Date of previous school inspection</b>	15 November 2007
<b>School address</b>	Vicarage Road Newmarket CB8 8JE
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<b>Email address</b>	ad.allsaints.p@talk21.com

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## Introduction

This inspection was carried out by two additional inspectors. They observed five teachers in 10 lessons. Meetings were held with governors, groups of pupils and

- staff. Inspectors observed the school's work and looked at documentation, including that relating to safeguarding practices and the school's self-evaluation and development planning. They also considered the questionnaire responses from 52 parents and carers, 20 staff and 44 pupils.

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

- How successful has the school been in sustaining pupils' good levels of progress including those with special educational needs and/or disabilities?
- Have the changes in staff affected the overall quality of teaching?
- Has the school successfully developed marking and assessment practice that helps pupils improve and links well to the school's procedures for tracking pupil progress and target setting?
- How effective are the care systems in ensuring all pupils are equally well supported and successful?
- How have the school leadership, staff and governing body worked together to maintain continued school improvement in the context of the school's expansion as part of local reorganisation?

## Information about the school

This is a smaller-than-average primary school. Most pupils are of White British heritage with an increasing proportion from other ethnic backgrounds. A considerable number of these are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is above average as is the proportion of those with special educational needs and/or disabilities. The school site accommodates a separately run pre-school as well as a breakfast- and after-school club, which is reported separately. The school is currently undergoing considerable building work as part of becoming 4-11 primary school. The school has received Healthy Schools Status and the Activemark sports award.

**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, highly regarded by parents and carers as an inclusive and supportive 'family' school where all pupils are able to succeed.

Pupils with a wide range of learning needs are all able to make good progress. By the end of Year 2 pupils consistently achieve above average standards and continue to develop their knowledge and skills well until they leave. More-able pupils achieve National Curriculum levels well above those nationally and those with significant special educational needs and/or disabilities, as well as others at an early stage of speaking English, make good progress from their different starting points.

Pupils and parents agree that the school keeps them safe, enables them to have healthy lifestyles and ensures learning is enjoyable. Attendance is high and behaviour good. Pupils are very keen to take on a wide range of roles around school. Their spiritual, moral, social and cultural development is very strong and reflects the positive and inclusive school ethos. They appreciate opportunities to discuss and reflect on personal values and beliefs, show exceptional understanding of other pupils with particular needs, and work very well together in a school with increasing numbers of pupils from other countries and cultures.

Changes in staff in recent years have sustained and in some respects improved the good teaching identified in the previous inspection. Working as a cohesive team they have developed a topic based curriculum that successfully engages and involves pupils in their learning. Strategies to develop literacy are particularly effective especially for younger pupils. Lessons are purposeful and well-paced, with sufficiently challenging work and considerable learning support to meet the differing needs of the pupils. Teachers do not consistently identify and explain to pupils the intended learning outcomes of lessons. However, all are good at getting pupils to reflect on the progress they have made and to indicate when they need extra help. Regular marking shows pupils what they have achieved, though not always in terms of what they need to do to improve further to reach targets. The school is very successful in the care and support of all pupils including those with severe and at times, challenging needs. It has very effective working relationships with the different external agencies which provide considerable extra learning and language support. Consequently the school integrates those pupils exceptionally well into a caring community in which all succeed.

The school is well led and managed. The experienced headteacher provides strong leadership and is highly regarded by parents and staff for her calm and supportive manner. Staff morale is high. All work well as a team and readily take on responsibilities that result in a harmonious, well run school. The governing body is actively involved in the life of the school and participates fully in monitoring and evaluating school practice. Working with the headteacher and staff, it has an accurate and realistic picture of the school's strengths and the challenges ahead as the school expands its age range. The

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school has maintained good Early Years Foundation Stage provision though it recognises the need for more detailed recording of children's progress and accurate assessment of pupils' knowledge and skills when they start school. This includes working with pre-school providers to ensure an accurate picture of the children is gained prior to entering Reception. The school has responded well to the last report by establishing a rigorous system for assessing and tracking pupils' progress. School outcomes and the quality of provision have been sustained or strengthened demonstrating a good capacity for further improvement, underpinned by very effective self-evaluation.

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

- Build on the best teaching and assessment practice used in the school by:
  - ensuring that all planning carefully details the intended learning outcomes the teacher plans to achieve in the lesson
  - improving marking so that it shows pupils how to improve their work in order to achieve or exceed their National Curriculum targets.
- Establish best assessment practice in Early Years Foundation Stage by:
  - working with pre-school providers to ensure an accurate assessment of children's abilities and skills when they enter Reception
  - providing more evidence of children's progress in their learning journeys and working with pre-school providers to assess children's standards on entry to Reception.

**Outcomes for individuals and groups of pupils****2**

Pupils start in Year 1 after an effective Early Years Foundation Stage where they develop effective personal and social skills. Progress in Key Stage 1 has been consistently good over recent years. This was evident in a Year 2 science lesson on the reproductive cycle in plants where pupils used microscopes and computers to study seeds and develop a good understanding of the topic. Pupils continue to make good progress in Years 3 and 4, with some considerably exceeding their targets in both writing and mathematics. In a Year 4 class pupils showed a secure understanding of coordinates at all ability levels. Pupils with special educational needs and/or disabilities were able to identify locations by successfully completing an outside practical activity with a teaching assistant. Higher ability pupils showed good progress in their learning too by being able to identify positive and negative coordinate values for different shapes, as well as calculate the areas and perimeters. Pupils with special educational needs and/or disabilities do well across all years with many making sufficiently good progress to move out of the special needs category. The school's outstanding support for pupils with very challenging special educational needs enables those pupils to improve and develop within mainstream education. The strong school provision also enables the growing number of pupils who are at an early stage of English language acquisition to make good progress across all areas of learning.

Pupils are committed to a healthy lifestyle. They readily participate in the fitness activities in the classroom and are involved in cycling and walking to school which gained the school the National Sustainable Travel Award. The school council is very active in raising funds for different charities including one supporting education in Africa. The school choir

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performs regularly in the town and pupils are very involved in church activities as well as the different events promoting Newmarket and its links with farming and the horse racing community.

*These are the grades for pupils' outcomes*

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

All parents, carers and pupils are positive about school and the teaching. All classes have a teacher and one, and often two, teaching assistants. Pupils recognise and appreciate the good level of support they receive. Teachers and support staff have effective classroom skills and use interactive whiteboards and other resources well to make learning relevant and fun. All lessons are engaging and the best teaching has the added advantage of being both challenging and accessible to all pupils because of well-planned resources, good use of support staff and carefully planned learning steps. However, some lesson planning is less effective in identifying what is wanted from pupils in terms of the learning outcomes. The curriculum is made creative and exciting by organising learning around topics that interest pupils while maintaining sufficient progression and challenge. Planning includes opportunities for trips outside and visitors to the school, making full use of local farms, woodlands, church and town amenities. Strong personal values, developed through assemblies and personal and social education, support pupils' development, enabling them to develop empathy and respect for the views and beliefs of others. Much of this supports the school's outstanding care, guidance and support in what is an inclusive and supportive

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school. The impact of the school's work is evident in the significant gains in pupils' personal and social development, positive attitudes to learning, improving attendance and good progress of all pupils including those facing challenging circumstances and others with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior staff and the governing body have an accurate picture of the quality of teaching and learning, and the school has well developed systems of lesson observation and staff development. It continues to have an outstanding commitment to equal opportunities. Its holistic approach to pupils' development and careful tracking of their progress reflects the personal philosophy of the headteacher who is also the coordinator for special educational needs and/or disabilities. The extensive links with the wide range of social care agencies and other support partners are crucial to the very successful provision in the school. The school is particularly successful in engaging parents and carers reflected in the very positive response in the parental questionnaire and high participation in parents' evenings, weekly parent assemblies and other meetings. Safeguarding is secure and carefully monitored. All legal requirements are met, and all necessary training is up-to-date. The governing body is well informed about child protection and the work of the school in supporting pupils whose circumstances make them vulnerable. It is rigorous in its checks on risk assessment and active in ensuring that the school site is secure during the current building work to extend the school. The school has a clear community cohesion action plan which is regularly reviewed and includes the local community as well as wider British and international links. The pupils develop a strong understanding of the wider world and the school uses its increasingly diverse intake to develop their awareness of other faiths and cultures. In this it utilises Polish and Indian parents in different activities including its community languages week. The European dimension is further strengthened by links with a French school while other international links include Tanzania and Thailand.

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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Foundation classes with skills below those expected for their age though the range is wide with a considerable proportion with special educational needs and/or disabilities, or at an early stage of English acquisition, as well as others with already well developed skills. The good Early Years Foundation Stage provision ensures pupils make good progress across all areas of development, with strengths in physical, creative, social and personal skills. As a result, attainment is broadly average when children enter Year 1 though for some their literacy and numeracy remains a little below average. This good progress is made possible by learning opportunities that engage children's interest, cover all areas of learning and foster their growing independence. The school provides a caring and supportive environment with good quality resources easily accessed by children. Learning activities provide a good balance between adult-led work and opportunities for children to explore for themselves. The skilled staff are sensitive to the needs of all children including those requiring learning and language support. The indoor and outdoor learning areas are attractive and well organised enabling children to 'have a go' and take risks in a safe environment. The Early Years Foundation Stage is very well managed and run, and staff work well together to ensure coverage of all areas of learning through a topic based programme. Children's development is assessed regularly and recorded in their learning journeys. Assessment is accurate though the school learning journey logs lack detail in terms of photographs and annotation. Parents and carers are encouraged to be fully involved through daily contact, newsletters and meetings. There are strong links with the local pre-schools, especially the on-site pre-school. Ideas and good practice are shared though there are missed opportunities to use these links fully to establish a clear picture of each child's current development and skills on entry to reception.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Around a third of parents and carers responded to the questionnaire and this is a fairly typical response rate. Parents and carers are overwhelmingly positive in their response with all agreeing with 9 of the 13 statements. Many speak of their children's love of school. "My child thrives here. I have never had a day of her not wanting to go to school". Not surprisingly, given the school strengths in special educational needs and/or disabilities, some parents and carers praise the provision with one parent stating "the school has done everything in its power to help". Other written comments highlight the school's success in creating a cohesive community that now includes pupils with very different social and cultural backgrounds. A number appreciate the school focus on making the spiritual and moral aspects accessible to children which "is very helpful in a modern multicultural environment".

Negative written comments were very few. The most frequent related to a concern about some misbehaviour and the school's response. Inspectors were impressed with the way the school handled a number of pupils with significant behavioural concerns with excellent one-to-one support and strategies that minimised any disruption to others' learning.

## 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, Newmarket 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	83	9	17	0	0	0	0
The school keeps my child safe	44	86	7	14	0	0	0	0
My school informs me about my child's progress	36	69	16	31	0	0	0	0
My child is making enough progress at this school	33	63	18	35	1	2	0	0
The teaching is good at this school	34	65	18	35	0	0	0	0
The school helps me to support my child's learning	31	60	21	40	0	0	0	0
The school helps my child to have a healthy lifestyle	38	73	14	27	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)	32	62	16	31	0	0	0	0
The school meets my child's particular needs	33	63	17	33	1	2	0	0
The school deals effectively with unacceptable behaviour	32	62	14	27	5	10	1	2
The school takes account of my suggestions and concerns	32	62	16	31	1	2	0	0
The school is led and managed effectively	36	69	16	31	0	0	0	0
Overall, I am happy with my child's experience at this school	36	69	16	31	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



22 June 2011

Dear Pupils

**Inspection of All Saints' Church of England Voluntary Aided Primary School, Newmarket, CB8 8JE**

Thank you for making us so welcome when we came to visit your school. Your school gives you a good education, and ensures that you achieve well by the time you leave.

You greatly appreciate the help and care you receive and say the school is a safe place to be despite the building work. The school supports those of you who have particular learning needs or just need to be helped if you are having a problem very well. Many pupils who come from other areas and countries, very quickly settle and play an active part in school life. You are well behaved and work well together in lessons. You told us how much you like to take responsibility for example, as road safety officers and library monitors, and have a voice in school matters through the school council, even interviewing new staff. Many of you are committed to healthy eating and are involved in different sports and physical activities, as well as getting involved in activities such as the choir and in the community.

Your parents and carers know that staff work hard to make lessons interesting, which is perhaps why so many of you like school and have improved your attendance. We were impressed that teachers regularly asked you to say if you understood a topic or not so they can help you. We think you will make even better progress if teachers explain to you in more detail what they want you to know, so you do a little better by the end of the lesson. Your work is marked regularly and sometimes, tells you how you can improve it so you reach your targets. We have asked them to do more of this. Finally, we have asked the school to better assess your capabilities when you first start school in Reception class.

The headteacher, the governing body and all the staff are working hard to develop what will be a bigger and better school. You can all help by maintaining your high attendance, work hard in lessons and take an active part in school affairs.

Yours sincerely

Graham Preston

Lead Inspector

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