

All Saints Church of England Primary School, Bexhill

Inspection report

Unique Reference Number	114491
Local Authority	East Sussex
Inspection number	357559
Inspection dates	22–23 June 2011
Reporting inspector	David Shepherd

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Jenny Farrer
Headteacher	David Haddow
Date of previous school inspection	10 June 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 15 lessons led by seven different teachers. Meetings were held with the senior staff, a group of pupils and the Vice-Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 50 parents and carers, 11 staff and 99 pupils were received and analysed.

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

- Why boys appear not to perform as well as girls in reading and writing in Year 2 and whether this is replicated in other year groups.
- Pupils' current attainment in Year 2.
- Whether the quality of teaching and assessment throughout the school is consistent.
- The impact of the monitoring carried out by senior and middle leaders on pupils' progress and attainment.

Information about the school

This school is smaller than most primary schools, and draws its pupils from the local area. Most pupils are from a White British background, with very few coming from minority ethnic heritages. The proportion of pupils from these backgrounds is below average, as is the proportion speaking English as an additional language. An above average proportion of pupils have special educational needs and/or disabilities. Their main needs are moderate learning difficulties, language and communication needs and behavioural, emotional and social difficulties. The proportion of pupils who have a statement of special educational needs is above average. Higher than average proportions of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of one Reception class. The school has gained the Enhanced Healthy School Standard and the Activemark 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?

3

The school's capacity for sustained improvement

3

Main findings

All Saints Church of England Primary School provides its pupils with a satisfactory education. Pupils make satisfactory progress because teaching is satisfactory overall. However, there are some good features in the school's work. In particular, good care, guidance and support mean that pupils enjoy school, feel safe, get on well together, lead healthy lifestyles, behave well and play a significant part in enabling the school to run smoothly. As one parent wrote, 'My children enjoy the school so much I have never seen them as happy as they are at All Saints.' Children receive a good start to their schooling in the Reception class.

Pupils' attainment at the end of Year 6 is broadly average in English and mathematics. However, throughout the school, attainment is higher in reading than it is in writing and mathematics, where it falls below expected levels. The attainment of girls in reading is much higher than that of boys. In Year 2, as well as in other year groups, the school has succeeded in raising attainment in reading by increasing teachers' expertise in teaching the subject, but the contexts of reading do not always captivate boys. Not enough opportunities are provided for pupils to read in different subjects to help engage boys in particular and improve their reading skills. The attainment of boys and girls in writing and mathematics is similar throughout the school. Inspection evidence and school data indicate that attainment at the end of Year 2 has improved from low to broadly average. Pupils are not provided with sufficient opportunities to write across the curriculum to consolidate and improve their writing skills. Inspectors found that pupils, including those with special educational needs and/or disabilities, make satisfactory progress. The school's evaluation that pupils make good progress was judged too positive given the evidence.

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please staff. Teachers ask probing questions that encourage pupils to think carefully and develop independence in their learning. The purpose of lessons is included in planning, but what pupils at different levels of ability are expected to learn is not. The result of this is that pupils, especially the most and least able, are not being set challenges appropriate to their abilities. This is most noticeable in mathematics, where some teachers do not have enough expertise to teach the subject effectively to pupils at different levels of ability. Marking is encouraging but does not always provide enough guidance for pupils and, where next steps are indicated, pupils are not always given enough time to respond to suggestions made. This means that marking is not leading to improvements in learning effectively enough. The quality of teaching and learning is not consistent throughout the school, and this means that pupils are making inconsistent progress in a small minority of classes.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Senior and middle leaders are developing the skills

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necessary to carry out their roles but have not had sufficient training or opportunities to monitor progress and attainment in their areas of responsibility. As a result, their work has not had a strong enough impact on pupils' learning and progress. Links with parents and carers are good. The governing body is keen and supportive. Self-evaluation is broadly accurate and appropriate priorities for development are identified. This, along with the positive relationships throughout the school coupled with the school's success in raising attainment in English and mathematics this year, demonstrates the school's satisfactory capacity to sustain further improvement.

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?

- By July 2012, raise attainment in:
 - writing and boys' reading by providing more opportunities to read and write across the curriculum
 - mathematics by increasing teachers' subject knowledge to teach pupils at different levels of ability.
- By April 2012, improve the quality and consistency of teaching and assessment so that at least 80% of lessons are judged good by:
 - identifying what pupils of different abilities are to learn in lessons
 - correcting misunderstandings during lessons, especially when pupils are working independently
 - ensuring that marking indicates the next steps in learning and providing pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders lead to accelerating progress and rising attainment across the curriculum by:
 - training staff in the skills of monitoring and evaluation
 - providing opportunities for senior and middle leaders to monitor and evaluate progress and attainment in their areas of responsibility, and develop and implement plans for improvement.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory, given that they start in Year 1 with skills that are broadly average and progress to the point where results, as well as attainment seen in lessons and books by inspectors, are similarly broadly average. Pupils settle down quickly to their work. For example, in Year 6, pupils were fully engaged in working out percentages of numbers. They worked enthusiastically in trying to solve the additional challenges set for them once they had finished their work. In Year 3, pupils were keen to use computers to find out about objects found in Tudor houses in preparation for their visit to a Tudor house the following day. Pupils with special educational needs and/or disabilities make satisfactory progress overall. Pupils with behavioural, emotional and social difficulties make faster progress than those with moderate learning difficulties and

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speech, language and communication needs. The few pupils who speak English as an additional language also make satisfactory progress.

Pupils enjoy eating healthily and engaging in physical activities. The impact of the Enhanced Healthy Schools Standard and the Activemark is evident in pupils' positive replies on these aspects in their questionnaires. Pupils feel safe in school. Inspectors observed consistently good behaviour in lessons and around the school, and sometimes behaviour was exemplary. However, a minority of pupils indicated in their questionnaires that this is not always the case. Pupils make a good contribution to the school and local communities. For example, they act as monitors carrying out jobs around school. They take part in community projects such as 'Bexhill in Bloom' and work with local traders, such as the florist around Mother's Day. They have raised money for a wide range of charities at home and abroad. Elected pupils represent their peers on the school council and in this role have contributed to aspects of school life such as lunch arrangements and homework. Pupils reflect thoughtfully upon some of the broader issues in life, such as forgiveness and humility. They learn about aspects of a range of cultures, such as life in Southern India. Attendance is average. Pupils are satisfactorily prepared for their future education because of their average attainment and good personal development.

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	2

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

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How effective is the provision?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly. Pupils are encouraged to review their work and this helps them to understand how well they have done. Teachers and teaching assistants generally provide good guidance and support for pupils in their groups during lessons. However, on a few occasions, not enough guidance is provided for pupils who are working independently and they sometimes repeat similar mistakes and do not make the progress of which they are capable. Teachers and teaching assistants support pupils with special educational needs and/or disabilities and those who speak English as an additional language satisfactorily on an individual and/or group basis and this helps these pupils in their understanding of particular aspects of their work. This additional teaching helps these pupils to make satisfactory progress. The content of lessons is often interesting and this encourages pupils to work hard, although their work is sometimes untidy.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and visits to places of interest and visitors to the school are popular with pupils. Pupils' reading and writing skills are not reinforced regularly enough in history, geography and religious education. Pupils have good opportunities to acquire scientific knowledge but do not have enough opportunities to carry out their own investigations.

Good arrangements for pupils joining the school ensure that they settle quickly. In replies to their questionnaires, most pupils responded that they were looked after well by staff. Pupils with special educational needs and/or disabilities are identified swiftly and suitable provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works well with parents and carers to meet pupils' special social and emotional needs. Procedures for promoting attendance are good. Transition arrangements are good from the Reception class into Year 1 and from Year 6 to secondary 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?

Morale is high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of teamwork, where everyone is pulling together to achieve goals because the headteacher and senior leaders have soundly instilled a sense of ambition and drive to improve further the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning, and incorporates the areas for development into plans of action. However, plans are too

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detailed and do not focus enough on pupil outcomes. This makes it difficult to identify their impact on pupils' learning, and so limits their effectiveness.

The school has good relationships with parents and carers. As one parent wrote, 'The school is amazing and it all starts with the headteacher and translates down through the staff to the children.' Initiatives, such as home visits and parents' play sessions in Reception, the parent support worker, classes and workshops for parents and carers and fortnightly parent and carer 'drop-in' sessions, all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings and school productions.

Governance is satisfactory. The governing body is ambitious for the school to do well, is supportive and shows high levels of commitment to the school. However, it does not provide enough challenge about pupils' progress to enable it to make a significant contribution to improvements. Safeguarding procedures are good. Nearly all the parents and carers who responded to the questionnaire feel their children are safe in school. Staff are rigorously vetted and trained regularly in child protection procedures. Links with the local authority, medical services and local schools help to promote effectively the personal development and well-being of pupils, as well as the reading and writing skills of pupils with special educational needs and/or disabilities.

The school soundly promotes equality of opportunity for the different groups of pupils in the school and tackles any racist behaviour and discrimination effectively. It provides appropriate support for pupils with special educational needs and/or disabilities. However, the identified needs of boys are not always met sufficiently well, for example in strongly promoting their reading and writing skills. Community cohesion is good. Pupils have an extensive knowledge and understanding of their local community and a good understanding of the wider national and international communities.

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	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress from their starting points in all areas of their learning. They enjoy their learning and work well independently. They are looked after well and are kept safe. Children are given good opportunities to chat to adults about what they are doing. They practise the sounds letters make, read, write, count and play with toys and other equipment. Behaviour is good and children get on well with each other and adults. The learning environment is stimulating and well organised inside and outside, although the outdoor area is not used enough in all weathers. This is the reason why provision in the Early Years Foundation Stage is not outstanding. The Early Years Foundation Stage provides children with an enjoyable range of activities. The balance between adult-led and child-initiated activities is good. The setting is well led and staff work well together as a team and have a good understanding about early years provision. Children's progress is assessed well and recorded systematically on a daily basis. This information is used effectively to plan the next steps of provision on an individual basis. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines.

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 response rate from parents and carers to the questionnaire was around 25%. Their views were very positive. Nearly half of the questionnaires returned included written comments most of which were positive. Parents and carers indicate that their children enjoy school and that the needs of their children are met. The school informs parents and carers about the progress their children make and helps them to support their learning at home. One parent wrote, 'I really enjoy the parents' play sessions and meetings in the classroom with the children to review their work. It makes me feel part of my daughter's learning. I am very proud of this school because my child has learnt so much in a happy and safe environment.' Parents and carers feel teaching is good and that the headteacher and staff do a good job.

A few parents and carers wrote about a small number of concerns but these were on different topics. There is not a common thread running through these concerns.

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 Primary 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	17	34	0	0	0	0
The school keeps my child safe	38	76	10	20	2	4	0	0
My school informs me about my child's progress	30	60	18	36	0	0	0	0
My child is making enough progress at this school	29	58	20	40	0	0	0	0
The teaching is good at this school	33	66	17	34	0	0	0	0
The school helps me to support my child's learning	28	56	22	44	0	0	0	0
The school helps my child to have a healthy lifestyle	26	46	23	46	2	4	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)	23	46	23	46	2	4	0	0
The school meets my child's particular needs	29	58	21	42	0	0	0	0
The school deals effectively with unacceptable behaviour	23	46	25	50	1	2	0	0
The school takes account of my suggestions and concerns	23	46	26	52	0	0	0	0
The school is led and managed effectively	30	60	20	40	0	0	0	0
Overall, I am happy with my child's experience at this school	34	68	16	32	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

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).

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"> ■ 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.



24 June 2011

Dear Pupils

Inspection of All Saints Church of England Primary School, Bexhill-on-Sea TN39 5HA

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make a good contribution to the school.
- Your teachers and teaching assistants look after you well.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Make sure that all of you become better at writing and mathematics, and that boys improve their reading.
- Let you know what you are expected to learn by the end of each lesson, correct any mistakes you make during lessons, let you know how well you have done, and give you time to carry out improvements suggested in marking.
- Check on how well you are learning in all lessons.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead inspector

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