

All Hallows CofE Primary School

Inspection report

Unique Reference Number	122743
Local Authority	Nottinghamshire
Inspection number	380526
Inspection dates	22–23 November 2011
Reporting inspector	Gillian Salter-Smith

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	224
Appropriate authority	The governing body
Chair	Michael Taylor
Headteacher	John Graham
Date of previous school inspection	20 November 2006
School address	Priory Road Gedling NG4 3JZ
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed parts of 15 lessons and eight teachers were seen. In addition, small-group sessions to develop pupils' understanding of letters and their sounds and support for pupils with special educational needs and/or disabilities, both in and out of the classroom, were visited. Some of these sessions were led by teaching assistants. Meetings were held with groups of pupils, members of the governing body, staff, leaders and the school's independent improvement adviser. Inspectors observed the school's work and looked at documentation, including the school's self-evaluation form, the school improvement plan, data on pupils' progress, the most recent report of the School Improvement Partner, policies and procedures relating to safeguarding and equality of opportunity, the community cohesion policy and action plan, and the headteacher's report to the governing body. Inspectors analysed 66 questionnaires returned by parents and carers in addition to those received from pupils and staff.

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

- Are progress and achievement sufficiently strong to be outstanding overall, especially in writing for boys and for pupils with special educational needs and/or disabilities?
- Are teaching and the use of assessment consistently effective enough to bring about outstanding learning and progress?
- To what extent does the Investors in Pupils programme lead to strong outcomes in pupils' personal development?
- How good is children's progress in the Reception class, particularly in communication, language and literacy?
- To what extent does the action taken by leaders bring about and sustain improvements in pupils' achievement and provision and is the school's judgement of outstanding justified?

Information about the school

All Hallows is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion with a statement of special educational needs. Most pupils are of White British heritage. A few pupils are from minority ethnic backgrounds; none of these pupils speak English as an additional language. The school hosts the All Hallows Kabin childcare. The provision is privately run and is subject to a separate inspection and report.

Awards achieved by the school include Investor in Pupils – Outstanding accreditation International School - Bronze, Healthy School - Gold, Investors in People and the Football Association Charter.

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?

1

The school's capacity for sustained improvement

1

Main findings

All Hallows is an outstanding school. A remarkably positive ethos of warmth, respect and high aspiration for every child is underpinned by strong moral values and exceptional commitment to equality of opportunity. This powerful ethos is immediately evident in the highly courteous and considerate behaviour of pupils and the respectful relationships within the school community.

Pupils' terrific enthusiasm and fascination for learning, and their enjoyment of all that the school offers are reflected in their outstanding academic achievement and personal development and their high rate of attendance. Pupils make an excellent contribution to their own and the wider communities, not least through the large part they play in creating this outstanding school. They have enormous pride in their school and are enthusiastically involved in an exceptional range of activities to improve it, taking on a wide range of responsibilities with extraordinary maturity. Pupils' outstanding skills of leadership and collaboration, alongside the application of very secure basic skills in many areas of school life prepare them superbly well for their future lives. Pupils show great sensitivity towards others, and are deeply thoughtful, taking a keen interest in ethical and moral issues. A very positive understanding of the diversity of communities and the need to challenge racism is supported by the outstanding provision of community cohesion. Overall, pupils' spiritual, moral, social and cultural development is outstanding.

Arrangements for safeguarding pupils are outstanding; the care, support and guidance provided by staff for every pupil, including those whose circumstances make them more vulnerable, are highly effective. Together, these help pupils to feel extremely safe and secure in school, happy and ready to learn. Very carefully tailored support for pupils with special educational needs and/or disabilities, and highly effective partnership with local providers, contributes to their outstanding progress. Parents and carers are highly supportive of the school's work and are exceptionally well involved in supporting their children's learning. Excellent teaching, first-rate marking and target setting, closely matched to different needs, together with an exciting and innovative curriculum promote outstanding learning and progress.

Since the previous inspection, exceptionally strong leadership at all levels and highly effective teamwork have improved many aspects of school effectiveness and in particular teaching, learning and pupils' achievement. The outstanding senior leaders and governing body are relentless in seeking improvements and there is no complacency. They are aware of the many strengths in the work in the Early Years

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Foundation Stage, but also recognise some limitations in provision, in particular the physical nature of the outdoor facilities. Self-evaluation, though sometimes modest, is highly rigorous and identifies the right priorities. This, together with the school's track record of improvement, demonstrates outstanding capacity to improve further. The school provides outstanding value for money.

What does the school need to do to improve further?

- Further improve the quality of provision in the Early Years Foundation Stage by:
 - developing the outdoor area to provide a wider range of opportunities for physical development and to create access to a more natural and stimulating environment
 - improving the ratio of skilled practitioners to children to further support children's learning and progress.

Outcomes for individuals and groups of pupils**1**

Pupils are exceptionally eager to learn. They enjoy carrying out research and working independently. They cooperate very successfully in pairs, for example when solving challenging mathematical problems in a Key Stage 2 lesson. They benefit a great deal from very well-structured opportunities for discussion, drama and role play, as was seen in a Key Stage 1 lesson when a pupil took on the role of 'Puss in Boots' and answered questions from their classmates about 'their' role in the story.

On entry to the Reception class, children's skills and abilities vary from year to year from being typical for their age to being below expectations. Boys' attainment on entry is often weak in writing. Children make good overall progress in the Reception class. As pupils move up the school and develop greater maturity, their progress accelerates considerably so that by the time they leave Year 6, attainment is above average and especially strong in mathematics. Much successful action is taken to accelerate progress in writing, particularly for boys. Year on year, the gap between boys and girls in writing is narrowing considerably and by Year 6, equal numbers of girls and boys reach above average levels. Since the last inspection, attainment and progress in mathematics have improved greatly with an increased focus on involving pupils in more practical problem-solving activities and regular assessment that informs teachers' planning precisely.

Pupils with special educational needs and/or disabilities make similarly outstanding progress to their peers. Their needs are identified quickly and precise individual education plans guide additional support by teachers and support staff. Parents and carers are fully involved by the school in supporting their children's needs.

Pupils have strong views on bullying and racism and report that the school is free of these and that they would not be tolerated. Pupils have an acute awareness of factors that contribute to their own safety in school and are involved in carrying out health and safety audits of the school with members of the governing body and staff.

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Pupils’ exemplary behaviour around the school and their especially positive attitudes to learning contribute very strongly to their considerable achievements. They are exceptionally considerate and always ready to help each other. Pupils have a strong voice in decisions about their learning and well-being. Their interaction with the local and wider community is substantial and highly valued. Pupils have a good understanding of the main factors that affect their health and can talk knowledgeably about healthy food and exercise.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Pupils say that lessons are really good fun with plenty of practical tasks that are interesting and challenging. Frequent assessment informs teachers’ planning very closely. Consequently, tasks are precisely matched to pupils’ different needs, build on their previous learning and ensure that they are fully challenged or supported. In a Key Stage 1 literacy lesson, the teacher’s understanding of each child’s precise point in learning meant that there was continual revisiting of pupils’ understanding of letters and their sounds. Activities are well planned to interest and engage pupils, and lessons move on at a very good pace. Teachers’ exceptionally strong subject knowledge is evident in their questioning to develop pupils’ deeper understanding. Information and communication technology is extremely well used so that pupils are involved in interacting with computer programmes to support their learning both in school and at home. Marking and target setting are exceptionally useful to pupils because they set out next steps in learning for every individual very clearly and give well-deserved praise and rewards. Pupils with special educational needs and/or

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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disabilities enjoy and benefit a great deal from the carefully planned individual support they receive, responding very positively to closely targeted activities to develop their learning.

The curriculum meets pupils’ differing needs and interests exceptionally well and leads to outstanding achievement. Progression in literacy, numeracy and ICT is very well planned. The many exciting visits and visitors linked to topics and themes enrich the curriculum and promote memorable experiences. They give pupils plenty of opportunities to practise basic skills. For example, the extended writing of Year 5 pupils reflected great sensitivity to the plight of others in their work on the Second World War following a visit to the holocaust museum. A superb range of extra-curricular activities contribute significantly to pupils’ personal and academic achievement. The school’s innovative approach to pupils’ development through the Investors in Pupils programme is highly successful in involving pupils meaningfully in decision making throughout the school, and developing their wider personal and social skills.

The school is an exceptionally warm and welcoming environment for pupils and their families. ‘Caring and sharing’ are central to all the work of the school and the commitment to supporting every pupil is deeply embedded. Pupils are known as individuals by the staff and are entirely confident that they will advise them effectively, value their views and support them to make the best of opportunities offered. Highly pro-active work with parents and carers, and collaboration with key partner agencies enables pupils whose circumstances make them more vulnerable to be happy, settled and prosper. This ensures that they are able to make the most of all that the school has to offer.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, strongly supported by leaders and staff, inspires a clear common purpose and sets high expectations and challenging goals. Leaders work exceptionally well with teams of staff to ensure a strong focus on raising pupils’ achievement as well as ensuring that the school’s special ethos of respect is maintained. Staff morale is very high and all members of the school’s community are highly valued for their contribution. Systems to support school improvement are very well embedded. Action taken is highly successful in improving pupils’ overall achievement and personal development. Performance management for all staff is

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tightly focused on accelerating progress for targeted pupils and all staff are held to close to account. Professional development is linked very closely to identified priorities and the school works in highly effective partnership with a family of schools to share expertise.

The governing body makes an exceptional contribution to the work and direction of the school. Members of the governing body are highly experienced and bring a wealth of expertise to their role. They are ambitious for the school and very well organised. They hold leaders closely to account through rigorous monitoring and evaluation. They take close account of the views of pupils, parents and carers. The governing body is highly vigorous in keeping pupils and staff safe. Arrangements for safeguarding are extremely strong and pervade all that the school does. Policies, procedures and training for child protection are very robust. Rigorous risk assessments of all activities are carried out regularly and pupils are involved alongside staff.

The school is totally committed to promoting equality of opportunity and tackling discrimination. Very close tracking of the progress of different groups of pupils ensures that differences are reducing very rapidly. The work towards the Stephen Lawrence Award is developing pupils’ strong moral values and respect for people’s differences.

Community cohesion is exceptionally well planned, based on an insightful evaluation of the school’s place in the local, national and global communities. Links with schools in different communities nationally and globally give pupils many opportunities to understand people from backgrounds, religions and cultures different from their own.

The school has well-established and highly positive relationships with parents and carers. Communication with them is excellent: staff are approachable and readily available. Many workshops and activities are arranged to help parents and carers to support their children’s learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1

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The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children are very happy and secure in the Reception class. They behave well, show a keen interest in a wide range of activities and enjoy opportunities to choose what to do. They show confidence and a strong sense of being safe. They make good progress in their personal development, accepting responsibility and playing well together. Relationships with adults are excellent. Activities are well planned and a highly engaging teaching style enthuses the children. The indoor area is well-resourced and provides a motivating and welcoming learning environment. The outdoor area available is well used but it is limited in its space and nature. Opportunities for physical development in more natural and stimulating surroundings are restricted. Teachers and most adults have a good understanding of the learning and development of children of this age, but there is not always a full complement of skilled staff available at certain times to support the very effective teaching. Interactions between staff and children are well focused on developing good speaking and listening skills and encouraging children’s imaginative ideas. Staff are well informed by rigorous on-going assessment of children’s development. There is a determined and successful focus on improving children’s early writing and reading skills, particularly those of boys. Children make good progress from their starting points, including in communication, language and literacy. Relationships with parents and carers are excellent and staff work closely with them to support their children’s learning. Strong and effective leadership recognises what needs to be done and there is determination and ambition to improve provision. Leaders ensure that pupils are very safe and secure.

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 proportion of parents and carers returning the questionnaire was close to the average for primary schools. The questionnaires show that parents and carers are highly supportive of the school’s work. As well as agreeing with all the statements, over one third included very positive comments. These included reference to the school’s highly positive school ethos, the dedication of the headteacher and all staff,

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the excellent care, guidance and support provided for every pupil, the highly positive relationships with parents and carers, and their children's love of school and learning. Inspectors found much evidence to support these positive views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Hallows CofE 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	80	13	20	0	0	0	0
The school keeps my child safe	51	77	15	23	0	0	0	0
The school informs me about my child’s progress	47	71	19	29	0	0	0	0
My child is making enough progress at this school	48	73	18	27	0	0	0	0
The teaching is good at this school	57	86	9	14	0	0	0	0
The school helps me to support my child’s learning	53	80	13	20	0	0	0	0
The school helps my child to have a healthy lifestyle	54	82	12	18	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)	38	58	25	38	0	0	0	0
The school meets my child’s particular needs	52	79	13	20	0	0	0	0
The school deals effectively with unacceptable behaviour	43	65	22	33	0	0	0	0
The school takes account of my suggestions and concerns	43	65	21	32	0	0	0	0
The school is led and managed effectively	61	92	5	8	0	0	0	0
Overall, I am happy with my child’s experience at this school	61	92	5	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 November 2011

Dear Pupils

Inspection of All Hallows CofE Primary School, Gedling, NG4 3JZ

Thank you for the extremely warm welcome you gave to me and the team. You are very fortunate to go to an outstanding school that ensures that you achieve your very best. Your teachers make sure that you are amazingly well taught and enjoy exciting and stimulating activities so that you make outstanding progress. All the staff know you extremely well. You say that you are very safe and exceptionally well prepared to tackle learning.

The way you are all involved in making many decisions about the school and helping to organise and run the school is very special indeed. This is helping you to become useful citizens ready to play a valuable part not only in your school but in the wider world. Something else that is very important about All Hallows is the way that everyone in the school thinks about how to respect each other. This is helping you to become sensitive and kind and understand all sorts of people who may be different from yourselves.

Your headteacher, leaders and the governing body all do an excellent job in looking for ways to improve the school. This ensures that you are able to enjoy school and do your best. There is just one area of the school that we have asked them to look at more closely. Children in the Reception class love school and enjoy themselves enormously. However, the outdoor area where the children play and learn is not as pleasant and stimulating as most other areas of the school. Your headteacher and governing body are very eager to see what they can do to improve it.

I wish you all the very best for the future. Do continue to work hard and enjoy school and all that it has to offer you.

Yours sincerely

Gillian Salter-Smith
Lead inspector

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