

All Saints East Clevedon Church of England Primary School

Inspection report

Unique reference number	109224
Local authority	North Somerset
Inspection number	377890
Inspection dates	24–25 May 2012
Lead inspector	Ronald Hall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	St John Greene
Headteacher	Stephen Webber
Date of previous school inspection	9 October 2008
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Age group	4–11
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Introduction

Inspection team

Ronald Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 11 lessons or parts of lessons, taught by five teachers. The inspector observed the school's work, and looked at a range of documentation, including that relating to pupils' progress, school improvement, mathematics and leadership and management. Meetings were held with members of the governing body and pupils. The inspector took account of the views of 53 parents and carers who returned the questionnaires sent out prior to the inspection and those questionnaires returned by staff and pupils.

Information about the school

This is a smaller-than-average sized primary school. The school has four mixed-aged classes. The proportion of pupils joining and leaving the school other than at the normal times is rising. The proportion of pupils known to be entitled to free school meals is below average. There are below average numbers of pupils from minority ethnic groups but an average number of pupils who speak English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The children in the Early Years Foundation Stage are taught in a Reception class. The school meets the current government floor standards, which set the minimum expectations for attainment and progress. The school has International Schools Status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- All Saints East Clevedon is a good school. It provides a warm, welcoming environment where pupils feel cared for, safe and secure and make good progress. The vast majority of parents and carers also support this view. The school is on a journey of sustained improvement and has many strengths but is not yet outstanding because although teaching is good, and some is outstanding, a few inconsistencies exist.
- Pupils build well on the good start they make in the Early Years Foundation Stage. All groups, including disabled pupils and those with special educational needs, achieve well and the current Year 6 pupils are on track to reach above average levels of attainment by the end of the year.
- Teaching is good because lessons are well planned, inspiring and motivating. This is especially so at the top end of Key Stage 2 where outstanding teaching produces highly motivated pupils. However, in a few lessons the pace is too slow and work is not well matched to meet the needs of all pupils.
- Pupils have good attitudes to learning and enjoy school. This is reflected in their attendance, which is above average. Good behaviour makes a positive contribution to pupils' learning and a well-ordered, happy school. Some minor disruption to learning occurs when lessons are not as strong. Some parents, carers and pupils raised concerns regarding how well any incidents were resolved.
- Effective leadership is driving improvements well. Staff changes have been managed successfully and have resulted in improved learning. Teaching is monitored very closely; this action and regular checks on staff performance, along with training, is leading to more consistent quality. The curriculum is creative and well balanced, and provides for the development of pupils' spiritual, moral, social and cultural understanding.

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What does the school need to do to improve further?

- Ensure that all teaching is at least good with an increasing amount of outstanding teaching by:
 - ensuring all lessons proceed at a good pace and that work is well matched to meet the learning needs of all pupils
 - making good use of teachers with higher-level skills to mentor, support and model exemplary practice to others.

- Help pupils to develop a better understanding about how to resolve any issues and disagreements by providing more opportunities for them to discuss incidents and how they can be avoided in the future.

Main report

Achievement of pupils

Small cohort numbers mean attainment on entry to the school varies. Children generally enter the Early Years Foundation Stage with levels of development usually in line with expectations for their age. Reading skills develop well due to good teaching which ensures children have a keen interest in reading. Children's writing skills are challenged well through a range of activities that provide good opportunities for them to write simple sentences. A focus on exciting and varied activities in the Early Years Foundation Stage ensures that children make good progress and enter Year 1 with attainment that is often above average.

Increasing pupil mobility, with a growing number of pupils entering the school late in the year, is leading to a lowering of achievement levels in the school. Robust assessment procedures are used to ensure rapid response to any perceived underachievement, bringing about greater consistency in achievement across the school. In lessons pupils respond positively to opportunities allowing them to work in pairs and/or small groups. For example, in a good Year 3/4 English lesson pupils worked together to produce an explanatory text about kites. Laptop computers were used by some to gain further knowledge from the internet, while their peers explored a range of other resources. In an outstanding mathematics lessons in a Years 5/6 class pupils explored area and perimeter and were clearly excited at testing a range of mathematical models to solve problems.

Gaps in attainment between any groups of pupils are closing rapidly. Inspection evidence and pupils' current work indicate that attainment in English and mathematics is above average by the end of Key Stage 2. Attainment in reading at the end of Key Stages 1 and 2 is above average.

Pupils who are known to be eligible for free school meals and pupils from minority ethnic backgrounds make better progress than their peers nationally as do disabled

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pupils and those with special educational needs. Pupils who join the school other than at the normal times make progress in line with their peers. Parents and carers rightly think that the progress their children make is good.

Quality of teaching

Although there is a little inconsistency, generally teaching across the school is good. In upper Key Stage 2 teaching is outstanding. Almost all pupils and a large majority of parents and carers say that teaching is good and inspection evidence from lesson observations, monitoring documentation and scrutiny of work over time support this view. The teaching of disabled pupils and those with special educational needs ensures that work is well matched to their needs and abilities. Planning and curriculum content is mostly well matched to pupils' needs and abilities. In a small minority of lessons there is a lack of pace, teachers talk for too long and work is not matched well to the needs of all pupils. This sometimes results in pupils being off task and disrupting the learning of others.

Generally work motivates pupils to learn and interact in a positive way. In a good Early Years Foundation Stage lesson physical activities were mixed well into a mathematics lesson on 'more or less than'. In a Years 1/2 literacy lesson, pupils made good progress writing a letter concerning a noise nuisance from a fictional character. High expectations from the teacher, together with a high level of challenge and work accurately matched to the pupils' abilities meant that all groups of pupils used technical vocabulary well and were highly motivated to work hard.

Teachers use assessment data accurately to plan work and set targets that challenge pupils appropriately at their own level. Teachers' marking and verbal feedback ensure pupils know how to move on and improve their work. Good adult role models and teaching promote pupils' social, moral, spiritual and cultural development extremely well. The curriculum is effectively planned to ensure a wealth of opportunities for promoting pupils' personal development through personal, social, health and economic education lessons, assemblies and links with other areas of learning.

Behaviour and safety of pupils

Behaviour across the school is generally good. The majority of parents and carers rightly feel that the school keeps their children safe and that behaviour in school is good. Many pupils in their questionnaire and in discussions also said that behaviour is good and that they feel safe in school. Behaviour over time has certainly improved with fewer exclusions and/or incidents occurring. However, some parents and carers, staff and pupils rightly feel that there are some matters the school still has to address fully. Inspection findings concur; in a small minority of cases, there was a lack of understanding by pupils about how to resolve any issues and disagreements effectively leading, for example, to arguments continuing over time. Pupils have limited opportunities to discuss incidents which arise and how they might be avoided in the future. During the inspection behaviour was good with pupils showing care,

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respect and kindness towards each other and adults. School records show this is increasingly typical of behaviour over time.

In discussions, pupils said they are aware that there are a few pupils who find it hard to behave as well as others. They show acceptance of the needs of these pupils and say that teachers do not let any inappropriate behaviour stop others learning. However, this was occasionally not the case in all lessons seen. Behaviour policies are well established and promote the high expectations that pupils meet. Consequently, almost all pupils manage their behaviour well with little intervention from adults. Pupils calmly move around school and support each other sympathetically when needed. Peer 'buddies' look out for the younger pupils in their care, making sure they are safe. Numerous compliments from people at places visited and visitors to the school are testament to the behaviour and attitudes of the majority of pupils. Good relationships, the harmonious atmosphere and ethos of the school make a positive contribution to pupils' learning and their spiritual, moral, social and cultural development. Discussions with pupils indicate that they understand what constitutes bullying in all its forms including cyber-bullying and prejudice-based bullying. They said they are confident that there is no bullying in school and are equally confident that, should any incidents of bullying occur, teachers would act quickly and effectively.

Leadership and management

The headteacher communicates high expectations and galvanises the enthusiasm of staff. Members of the governing body, leaders, managers and staff all share a common vision and focus on continuing improvement. As a result of the effective way the school's performance is managed, and good self-evaluation, pupils achieve well and the school has made good improvement since the last inspection. The school is quick to tackle areas of weakness and is in a stronger position to respond positively to the effects of changing cohorts. A significant proportion of pupils now reach higher than nationally expected levels of attainment at the end of both key stages. Members of the governing body play an important strategic role in school development and both support and challenge leaders. All leaders and managers, including the governing body, have a good understanding of what the school does well and the areas for further improvement. This evidence confirms the school's capacity for future sustained improvement.

Monitoring teaching and learning has brought about improvements and the school is now firmly focused on further improving the quality of teaching. The impact of targeted professional development has been positive. Staff readily share ideas and support each other. Continuing training, for example in promoting pupils' numeracy skills, has resulted in marked improvements. Staff find observing more experienced colleagues teaching highly beneficial for their development, but this practice is not yet well enough established to raise the quality of teaching.

School leaders ensure the curriculum is managed well and tailored to meet pupils' needs. Key literacy and numeracy skills are developed well across the whole

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curriculum. Pupils have opportunities to discuss national and international events from both a moral and social viewpoint and to learn about different traditions and cultures. These opportunities add much to pupils' spiritual, moral, social and cultural development and awareness.

The high level of support given to disabled pupils or those with special educational needs allows them to access all that the school offers. It demonstrates the promotion of equality of opportunity that is central to the school's work. The whole staff are effective in tackling discrimination should it occur. Staff are fully trained to ensure pupils are safe and secure. The governing body and school leaders make sure that arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 May 2012

Dear Pupils

Inspection of All Saints East Clevedon Church of England Primary School, Clevedon BS21 6AU

Thank you for your friendly welcome when I visited your school recently, particularly those of you who read to me or spoke to me about your work and what it is like at All Saints. I am writing to tell you about the inspection.

- Your school is a good school because you make good progress in lessons and treat each other well. You told us, and your parents and carers agreed, that the school is a happy place to be.
- Children in Reception make good progress. Pupils in both key stages also make good progress, especially in English and mathematics.
- Your teachers care about you. They have improved their teaching skills and plan lessons to make them fun, but also make sure you progress well. They ask you challenging questions to help you learn. Sometimes though teaching does not help you to learn as well as you might.
- You learn a lot and contribute to your school being a safe, happy and friendly place to learn. You told us that bullying is rare. Your behaviour in lessons and around school is good, although you said there were some instances when this was not the case.
- Those who lead your school have made sure that it has continued to improve since the last inspection.

We have asked the teachers and those who lead your school to:

- improve teaching by making sure work is well matched to meet everyone's different learning needs and using the skills of the best teachers to support others
- help you to understand how to sort out any issues and disagreements by giving you the chance to talk about incidents and how they can be avoided in the future.

You can all help by assisting your teachers to further improve behaviour in school.

Yours sincerely

Ronald Hall
Lead inspector

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