

All Saints Church of England Primary School

Inspection report

Unique reference number	131010
Local authority	Somerset
Inspection number	395511
Inspection dates	28–29 May 2012
Lead inspector	Peter Clifton

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Chris Baker
Headteacher	Paula Park
Date of previous school inspection	18 June 2008
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Age group	4–11
Inspection date(s)	28–29 May 2012
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Introduction

Inspection team

Peter Clifton

Additional inspector

Mandy Snook

Additional inspector

This inspection was carried out with two days' notice. Twenty lessons were visited and eight teachers observed teaching. Meetings were held with staff, members of the governing body and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents including the school improvement plan, the school's information on pupils' progress, samples of pupils' work and information sent home to parents and carers. The responses to 73 questionnaires from parents and carers, 21 responses from staff and 119 pupil responses were examined and analysed.

Information about the school

This is a broadly average-sized primary school with pupils attending from the local area. There are seven classes. Nearly all pupils are of White British heritage. The proportion of pupils who are supported by school action plus or with a statement of special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is below average. Children in the Early Years Foundation Stage are taught in a separate Reception class and have their own outside learning area. There is a daily breakfast club managed by the governing body. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress. The headteacher has been at the school for just over two years.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Pupils are known well to staff and treated as individuals. The headteacher and her staff are making improvements which are strengthening pupils’ progress across the school. However, the school is not yet good because teaching is not consistently good and pupils’ achievement is no more than satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Attainment, by the time pupils leave school, is average. Classroom initiatives, for example the use of talk to promote writing in literacy lessons and to develop pupils’ problem solving and investigation skills in mathematics, are helping to raise attainment. Pupils’ progress is at least satisfactory in all classes.
- Teaching is satisfactory and sometimes better, particularly in Year 6. Relationships are strong across the school. Pupil discussion is used well to promote thinking and enliven lessons. However, expectations about what should be achieved in lessons are not always precise enough and in some lessons pupils of differing abilities are not challenged consistently well in all of the time available. This means that the pupils are not able to always produce their best work.
- Pupils’ behaviour is good and they are respectful and courteous. The way they work together independently demonstrates their positive attitudes to learning. Pupils say they like coming to school and their attendance is above average.
- The leadership of teaching and the management of performance are satisfactory. The headteacher has improved the way in which pupils’ progress is tracked and the way additional support is targeted. Leaders have widened monitoring procedures which are helping to strengthen teaching. However, action taken has not yet been sufficient to embed all of the necessary changes for improvement. The curriculum promotes pupils’ spiritual, moral, social and

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cultural development well. Opportunities are missed to develop pupils' writing skills outside of literacy lessons.

What does the school need to do to improve further?

- By the end of the summer term 2013, move the quality of teaching from satisfactory to good by:
 - ensuring that activities in lessons are consistently challenging for different groups of pupils
 - raising expectations about what can be achieved and helping pupils become more involved in their learning by setting more precise learning goals for different groups of pupils at the start of lessons
 - improving opportunities for pupils to develop their writing skills across different subjects so that they can deepen their understanding about writing for different purposes and audiences.

- Improve the impact of leadership and management by:
 - making more robust checks on the quality of teaching to ensure that changes introduced are fully embedded.

Main report

Achievement of pupils

The lessons observed and pupils' work seen show that, although some pupils make good progress, overall, across the school progress and achievement are satisfactory. Pupils' progress is strongest in Year 6. Nearly all parents and carers feel that their children make good progress and are helped to develop skills in reading, writing and mathematics.

Children start school with skills, knowledge and understanding that are broadly in line with levels expected for their age, but below expectations in reading, writing and calculation skills. The current reception children use letter sounds satisfactorily to help them to spell simple words, for example, when writing shopping lists. They play together happily in the outside area, and cooperate well with each other when washing their 'vehicles'. The children have a growing understanding of the world through their observations of butterflies emerging and tadpoles turning into frogs. Attainment on entry to Year 1 is broadly average; reading, writing and calculation remain the weaker areas.

Attainment in reading by the end of Year 2 and Year 6 is broadly average and rising. In the current Year 2, there are increasing numbers of pupils working at expected or higher levels compared to those nationally. Lower attaining pupils in Year 2 use their knowledge of letters and sounds to sound out unknown words. Higher attaining pupils can discuss and interpret the text they are reading. The pupils in the current Year 6 are on track to reach above average standards of attainment in reading. In

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writing, there are improvements in the way the pupils are developing sentences through the use of interesting vocabulary and connectives. Good examples of extended writing in Years 4 and 6 also included a range of different openings. Year 3 pupils are developing their understanding about persuasive writing satisfactorily. In mathematics, pupils' basic calculation skills are secure and problem solving and investigation skills are strengthening. Year 6 pupils, for example, investigated the number of sticks required to make repeating patterns of triangles. Higher attaining pupils applied their understanding to work out formulae for different types of pattern. Pupils in Year 4 use their mental calculation skills to estimate answers to problems with growing confidence.

Lower attaining pupils, those supported by school action plus or those with a statement of special educational needs are given additional help and support. This is helping them to make progress which is similar to other pupils' and in a few cases, make up any lost ground.

Quality of teaching

Inspectors judged teaching to be satisfactory, promoting at least satisfactory and sometimes better achievement. Almost all parents and carers who responded to the questionnaire think that their child is well taught. Relationships in all lessons are positive; teachers promote good social and moral development through the way they interact with pupils. The use of speaking and listening in lessons is a strength. Pupils used talk well, for example, to develop their understanding about how to solve two-step problems in mathematics in Year 4. Pupils who are disabled and those with special educational needs are taught satisfactorily. Additional help is provided when necessary to help them develop basic skills or join in with other pupils.

While planning typically meets the needs of different groups of pupils, there are occasions when learning slows. Examples of this include more-able pupils completing calculation tasks very quickly because they were not challenging enough. Pupils' understanding of letters and their sounds is promoted satisfactorily in small group work and whole class teaching. However, a guided reading session in Year 5, for example, promoted reading skills such as making inferences and deductions from text well. Writing was promoted well in Year 6, when pupils shared their ideas for complex sentences in a literacy lesson. In Reception, children are not always given sufficient help when writing key words linked to activities. This means that they are not always able to improve their writing. There are missed opportunities to develop writing skills in other subjects, for example in design and technology and science lessons.

Learning objectives identify for pupils what is to be learned during lessons. Pupils are sometimes given information which is helpful, for example in Year 1, when more-able pupils were asked to write sentences with 'powerful' verbs and adjectives. On other occasions objectives are too general to be of much help in setting different expectations for groups of different abilities or to give pupils a clear understanding about what they are trying to achieve.

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The use of targets in lessons and through marking is satisfactory. In some classes marking is thorough and for example, in Year 4, pupils have responded to the teacher's comments showing improvement in their next piece of work. However, this is not consistent practice across the school. Several pupils indicated in the questionnaires that they do not always know how well they are doing and inspection findings agree.

Behaviour and safety of pupils

Around the school pupils are typically courteous and polite. Older pupils like having reception children as buddies and express pride in being members of the school community. The attitudes and engagement of pupils in most lessons observed was good and occasionally outstanding. When asked to work independently, the pupils responded well. Nearly all pupils commented that they learn a lot in lessons and most say that behaviour in lessons is typically good. Parents and carers agree with these views.

When asked about bullying, pupils indicated that there were very few incidents of misbehaviour or bullying and when they occurred they were dealt with effectively. Those pupils who discussed this with inspectors expressed no concerns about various types of bullying, including through the use of information and communication technology or mobile telephones. Pupils know about how to keep themselves safe on the roads, the possible danger of fire and water hazards.

The school is a very harmonious community. Pupils confidently express their views to adults and readily share what they think. The breakfast club provides a calm and sociable start to the day. Punctuality is good.

Leadership and management

The headteacher and other leaders have driven through a number of changes over the past two years which have improved provision and achievement. Improvement plans include aspects such as; the development of writing, pupils' use of inference and evaluation when reading and the promotion of using and applying skills in mathematics. Although senior leaders recognise that more needs to be done to embed changes made, successful implementation of these plans is raising attainment. The proportion of pupils on track to make expected or better progress is improving across Years 1 to 6. There is a good range of strategies to improve teaching, for example through shared teaching, visiting other schools and training. However, monitoring has not been sufficiently regular or robust to ensure that improvement is embedded. This means that while teaching is improving, it is not yet consistently good. Nevertheless, given the rising picture of attainment, the school demonstrates the capacity for improvement.

The governing body recognises the need to improve pupils' progress. Members are knowledgeable about changes made to improve writing and mathematics and keep a

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close watch on how this is strengthening progress, for example, through the headteacher's reports. Their role in holding the school to account is developing well. Members have a clear understanding about their responsibility for safeguarding and arrangements meet statutory requirements.

Improvement in the way that pupils' attainment is tracked and evaluated leads to swift action if any gaps between the progress of groups appear; provision is well directed to secure equal opportunity for pupils and to ensure there is no discrimination. Curriculum planning covers a broad range of activities in different subjects. Links between subjects are developing. The curriculum promotes pupils' spiritual, moral, social and cultural development well. This is demonstrated by the good relationships in school. Pupils confirm that there is a wide offer of extra-curricular activities, including music. They use the grounds to grow food and compost waste. The school promotes regular contact with a culturally diverse school which is providing the pupils with a good insight into the lives of other people from different cultures, backgrounds and religions.

Although a few parents and carers say they would like information to be available earlier, questionnaires indicate that they are well informed and nearly all agree that they would recommend the school to another parent or carer.

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.



30 May 2012

Dear Pupils

**Inspection of All Saints Church of England Primary School, Montacute
TA15 6XG**

Thank you for being so helpful and friendly to us when we visited your school and for your responses to the questionnaire. All Saints Church of England Primary School provides you with a satisfactory education. Your headteacher and others are making improvements which are helping you to improve your reading, writing and mathematics. They have a good understanding about what needs to be done to make further improvements.

We visited several of your lessons and were pleased with how well you get on with each other, your teachers and the headteacher. We were impressed with how well you worked independently or with each other in groups. This is helping you to learn well. There are times when your learning is slower, for example when you are given tasks that are too easy. We have asked your headteacher to make sure that this does not happen in the future by checking more regularly on how well you are getting on in lessons. We have also asked your teachers to give you a clearer idea about what you are to learn at the start of lessons. This will help you to be more involved in your own learning and judge for yourselves how well you are doing. We enjoyed reading your writing particularly in your 'big write' books. We have asked your headteacher to ensure you get better opportunities to practise your writing skills in other subjects.

We agree with you that behaviour is good. Nearly all of you attend school regularly and on time. Your headteacher, the governing body and all the teachers are keen to help the school improve. You can help by always doing your best work in lessons.

Thank you again for all your help and best wishes for the future.

Yours sincerely

Peter Clifton
Lead inspector

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