

# All Saints CofE (VA) Junior Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	108257
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	377722
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Helen Gaunt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Marsh
<b>Headteacher</b>	Jean Preston
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	North Close Featherstone Pontefract WF7 6BQ
<b>Telephone number</b>	01977 722 600
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## Introduction

### Inspection team

Helen Gaunt  
Sarah Drake

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 15 lessons and listened to pupils read. Seven teachers were observed and this included joint observations with the headteacher and the deputy headteacher. Meetings were held with school staff, members of the governing body, the local authority's representative and groups of pupils. The school's work was observed and a number of documents were scrutinised, such as those relating to the safeguarding of pupils; assessment and tracking data; the school improvement plan and documents identified by the school to support its self-evaluation. Parental questionnaires were also taken into consideration along with those returned by staff and pupils and the small number of responses to the on-line questionnaire (Parent View).

## Information about the school

All Saints school is smaller than average. The proportion of pupils known to be eligible for free school meals is slightly higher than average. The proportion of pupils from minority ethnic groups is well below average and there are few pupils who are at an early stage in learning English. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The current headteacher took up post in January 2009. The school holds the Healthy School status and the Eatwell Award and has Quality Teaching Status. The school meets the current floor standards which are the minimum expectations of the government for attainment and progress.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is not yet good, because although some pupils make better than expected progress, pupils' progress across the school is inconsistent and overall achievement is satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Levels of attainment in reading, English and mathematics are broadly average overall. Pupils are starting to make better progress at Key Stage 2 but progress needs to improve at Key Stage 1 and for more-able pupils.
- Teaching is satisfactory overall, with some that is good. Positive relationships and careful lesson planning helps pupils to build upon prior learning and make expected levels of progress in most lessons. However, the pace of learning is slower in some lessons. Pupils are not always fully clear about what they are learning in these lessons and teachers' marking and feedback is inconsistent in its quality.
- Behaviour is satisfactory. Pupils feel safe, they play well together and they are polite and courteous. The small numbers of incidences of bullying and bad behaviour that do occur are dealt with swiftly and effectively. Teachers consistently apply the school's behaviour management strategies. Behaviour is not good because lessons are occasionally disrupted by low level poor behaviour.
- The headteacher is very focused on securing improvement and has developed a strong sense of teamwork between leaders and staff. Leaders are committed to, and actively promote, the spiritual, moral, social and cultural development of the pupils. Parents and carers comment that the headteacher is always available to listen to their suggestions and concerns and has enabled them to become more effective in supporting their child's learning. However, the leadership skills of other leaders are less well developed and the monitoring of teaching is not always rigorous enough.

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

- Raise pupils' attainment and ensure that all pupils make consistently good progress throughout the school by:
  - ensuring that there is more challenge for higher ability pupils in all subjects
  - ensuring that pupils make better progress in Key Stage 1.
- Improve the quality of teaching so that it is consistently good or better by:
  - improving the quality of marking and feedback so that pupils understand exactly what they have done well and what they need to do to improve
  - ensuring that questioning effectively develops pupils' thinking and speaking skills
  - increasing the pace of lessons
  - clarifying expectations so that pupils understand what they are supposed to be learning
  - taking action to ensure that no lessons are disrupted by low level poor behaviour.
- Improve the effectiveness of leadership and management at all levels by:
  - increasing the rigour with which all leaders evaluate the quality of provision in terms of the impact on outcomes for pupils
  - ensuring middle leaders take responsibility for securing improvement and are held to account through effective monitoring and evaluation.

## Main Report

### Achievement of pupils

Most children enter the Early Years Foundations Stage with knowledge and skills which are below those expected for their age. Teachers track children's skills and development carefully. They use the information to guide their planning, which also takes into account children's specific interests. For example, the birth of a new baby led to discussion, reading and writing about names. Provision caters for all areas of learning but the outside areas, as the school acknowledges, are in need of further development. The care and guidance they receive enables children to make good progress through the Nursery and Reception classes and most children commence Key Stage 1 with broadly average skills overall.

Attainment in Year 2 in reading and mathematics has been broadly average over time, but the school's data shows that it has dipped to slightly below average this year. By the end of Year 6, pupils' attainment in reading and mathematics is broadly average. Teachers use assessment data to match activities to pupils' differing levels of ability in mathematics and reading, but the pace of some lessons is too slow and there is insufficient challenge, particularly for the more-able. Pupils' attainment in writing has risen and is now broadly average and still improving. This is as a result of a strong focus on developing pupils' writing skills across all areas of the curriculum. Teachers encourage pupils to use a more adventurous range of vocabulary and provide a wide range of experiences to stir their imaginations. For example, a 'mock' Olympic torch carrying event motivated pupils to construct more interesting sentences beginning with verbs. Progress across Key Stages 1 and 2 is variable as a result of some inconsistencies in the quality of teaching.

Disabled pupils and those who have special educational needs achieve in line with other groups of pupils as a result of effective, targeted intervention and support. Almost all parents and carers who responded to the questionnaire felt that the school helps their children to develop the basic skills and that they make good progress. Although inspectors found pockets of good progress, most pupils were found to be making satisfactory progress.

## **Quality of teaching**

The majority of parents and carers consider that their children's needs are appropriately catered for and that they are well taught. Inspectors found that although there is some good teaching practice, the overall quality of teaching is satisfactory. Teachers act as good role models. Positive relationships, consistent expectations in relation to day-to-day routines and the effective use of praise motivate pupils to learn. Pupils' spiritual, moral, social and cultural development is promoted well in lessons, assemblies, displays, trips and visits. For example, in a whole-school assembly empathy and understanding for others were successfully fostered as pupils were encouraged to reflect on and consider their own feelings and the feelings of others. Since the previous inspection, the teaching of basic literacy and writing skills has improved. Pupils from the nursery onwards use their skills effectively to decode unfamiliar words.

In the more effective lessons, pupils make better progress because learning activities are adapted well to meet the full range of pupils' needs. Teachers and teaching assistants constantly check pupils' understanding through effective questioning and keep pupils focused on moving forward with their learning. For example, in a numeracy lesson, a range of activities and resources were provided at five different levels of challenge to meet the individual needs of each group. The groups were then effectively supported by the teacher and teaching assistants and pupils could explain clearly what it was that they were learning. However, a significant proportion of teaching is less effective and pupils do not make as much progress. This is because learning in such lessons proceeds at a slower pace and teachers' questioning does not extend learning or develop pupils' thinking and speaking skills as well. In addition, pupils are not always so clear about what they are supposed to be learning or how to improve their work further because the quality of marking and feedback is variable. The teaching, intervention and support provided for potentially more vulnerable pupils, disabled pupils and those with special educational needs enables them to make progress in line with others in school.

## **Behaviour and safety of pupils**

Behaviour is satisfactory overall. School records show that typically the majority of pupils have positive attitudes to learning and behave well. However, a small number of parents and carers and a significant proportion of pupils said that lessons were occasionally disrupted by low level poor behaviour. This is largely due to a small number of pupils whose behaviour is not as good as that of the vast majority. Any potential disruption to pupils' learning is kept to a minimum because teachers and support assistants work closely with individuals in classrooms and they apply behaviour management strategies consistently. They also provide stimulating experiences that keep pupils engaged. Leaders and managers take decisive action when dealing with incidences of unacceptable behaviour and are working determinedly to create a climate of zero tolerance. Older pupils act as Playground Monitors in support of younger pupils and this helps maintain happy playtimes.

Attendance over time is broadly average. Pupils arrive punctually and there have been very few exclusions since the last inspection. More recently, the attendance and behaviour of a very small minority of pupils has become a concern for the school. The school is working closely with external agencies to provide effective support for these families.

In their responses to questionnaires, pupils, staff and parents and carers overwhelmingly said that they thought the school was a safe place to be. Pupils told inspectors that they know about different types of bullying. However, they said that bullying was rare and that if it does occur, it is dealt with swiftly. Pupils feel they are well looked after and that their teachers are very supportive.

## **Leadership and management**

Since the last inspection, and following the appointment of the current headteacher, the school has developed a clear and ambitious vision for ongoing improvement, to which all staff and the governing body are committed. Progress has been made towards addressing the areas for improvement that were identified in 2008. School improvement plans are focused on raising pupils' attainment and are based on an accurate self-evaluation. Plans have led to improvement because all staff are consulted in formulating the plan and also in evaluating progress towards meeting school targets. Members of the governing body are actively involved in working with the school. The headteacher's detailed termly reports to the governing body, and their regular involvement in school, enable them to provide effective challenge and support for the school. The school has a secure capacity for further improvement.

There are formal arrangements for the performance management of staff and for monitoring the quality of teaching and learning. A regular programme of lesson observations is undertaken by the headteacher and the deputy headteacher. Monitoring records show that the proportion of good quality teaching is increasing, although inconsistencies remain because there is not always a strong enough focus on evaluating the impact that the provision has on outcomes for pupils. Middle leaders are becoming involved in monitoring aspects of teaching and learning. However, the responsibility for securing improvement rests primarily with senior leadership. All teachers are working diligently to improve their performance in the classroom, although many strategies and procedures are not consistently embedded and so have yet to fully impact on pupils' attainment and progress.

The curriculum is satisfactory and is improving. There is a strong focus on the development of basic skills across the curriculum and pupils are adequately prepared for the next stage in their education. Pupils spoke enthusiastically about the range of activities in school, such as the trips linked to their learning.

High priority is given to equal opportunities and ensures that there is no discrimination. Support provided for individuals enables them fully participate in school life. Safeguarding arrangements give no cause for concern and meet all current requirements.

## 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](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 June 2012

Dear Pupils

**Inspection of All Saints CofE (VA) Junior Infant and Nursery School,  
Featherstone, WF7 6BQ**

Thank you for being so polite, welcoming and friendly when the inspectors visited your school recently. We enjoyed our time at All Saints and particularly liked the time spent talking with you about your learning and the activities you like to do. You told us how much you enjoy going to school and that you like your teachers a lot.

All Saints helps you to make satisfactory progress and to reach the standards expected of you by the end of Year 6. You feel safe at school and you learn about right and wrong and how to treat each other with respect. You understand the importance of good behaviour and there are very few instances of bullying. The school is ably led by your headteacher and, with the support of other staff and the governing body, the headteacher works hard to make sure your school continues to improve.

We have asked the leaders and managers to make the school even better for you by:

- helping you make faster progress and challenging you all to reach higher levels of attainment
- improving the quality of teaching and learning so it is all good
- improving the quality of marking so that you understand exactly what you have done well and what you need to do to improve even further.

All of you can help by behaving well and continuing to work hard.

Yours sincerely

Helen Gaunt  
Lead inspector

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