

All Saints Church of England School

Fishers Mead, Dulverton, TA22 9EE

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement because lessons are too often based on what pupils are going to do rather than what they are going to learn. Instead of thinking about the purpose of their learning, pupils focus on completing tasks.
- Teachers do not give pupils enough opportunities to talk about their learning, so pupils are less able to explain what it means to them, to assess their progress or to work out what they need to do to improve for themselves.
- Whole-class activities tend to last for too long so there is a delay before individual pupils are challenged to work to their own level and make better progress.
- Leadership and management require improvement. Although pupils' progress has generally improved since the last inspection, monitoring activities by subject leaders have not led to inconsistencies in writing and mathematics being addressed effectively.
- Improvement planning has not been sharply focused on addressing priorities specific to the school.

The school has the following strengths

- Senior leaders, in conjunction with members of the governing body, promote a strong commitment to the federation vision for continuous learning, and the school is improving as a result.
- Links with the children's centre are well managed so that good practice is shared between the two settings. As a result, children are developing a greater range of skills to a higher level in Reception and they are now well prepared for Year 1.
- Pupil premium funding has been well used to establish the 'Badger's' group which provides good support for pupils with behavioural and social needs.
- Pupils encourage one another in lessons and make allowances for each other's differences. They feel safe in school.
- The school makes good use of its rural setting to provide memorable learning opportunities.

Information about this inspection

- The inspector observed learning in eight part-lessons taught by five teachers. In addition to talking to pupils about their work and looking at their books during these lessons, the inspector also looked at work completed by pupils during the last academic year.
- Meetings were held with staff including senior and middle leaders, groups of pupils, members of the governing body and a representative from the local authority.
- The inspector took account of the views of parents and carers she talked to at the beginning of each day of the inspection, in addition to 11 responses to the online questionnaire (Parent View).
- The inspector looked at various documents including the school's data on pupils' progress, planning and monitoring information, behaviour and attendance records and documents relating to safeguarding.

Inspection team

Juliet Jaggs, Lead inspector

Additional inspector

Full report

Information about this school

- All Saints School is a smaller-than-average primary school where almost all pupils are of White British heritage.
- The proportions of disabled pupils and those with special educational needs supported at school action and school action plus are both below average. The proportion of pupils known to be eligible for the pupil premium is below average.
- The school is a member of the Exmoor Federation. When the executive headteacher is visiting one of the other schools, All Saints School is run by the deputy headteacher who is also the deputy headteacher of the federation.
- There have been a number of changes since the previous inspection, including staff changes throughout the school. In addition:
 - the adjoining children’s centre has been linked to the school and children now continue in its nursery and join the school in its Reception class
 - the number of classes has increased and there are now four mixed-age classes.

What does the school need to do to improve further?

- By July 2013, improve the quality of teaching so that it is consistently good, by ensuring that teachers:
 - make pupils aware of what they are going to be learning during lessons rather than what they are going to do
 - give pupils more opportunities to talk about the purpose of their learning so that they can improve their understanding and assess their progress effectively, particularly in mathematics
 - introduce the variety of activities planned for different groups earlier in the lesson so that individual pupils are challenged to make better progress more quickly.
- By July 2013, raise pupils’ attainment in writing by giving pupils more opportunities to write at length in different areas across the curriculum.
- Improve the effectiveness of leadership and management by:
 - developing the role of middle leaders so that they hold colleagues to account for implementing policies and initiatives consistently and then routinely monitor the effectiveness of these practices
 - analysing the information gleaned from these monitoring activities to evaluate rigorously the quality of provision and identify actions for improvement that are specific to the school.

Inspection judgements

The achievement of pupils

requires improvement

- Following the previous inspection, the school has made a concerted effort to improve pupils' progress. It has been successful in some areas, but there are some inconsistencies in mathematics and writing so pupils' achievement is not yet good.
- Pupils typically join the school from the nursery with a range of skills at levels that are to be expected of children of this age. There is an improving trend as the impact of the collaboration between the school and the children's centre enables pupils to make better progress through the Early Years Foundation Stage. The majority of children read well.
- Pupils continue to make good progress in reading throughout the school because of the well-organised systems for independent reading. Disabled pupils and those with special educational needs read non-fiction texts enthusiastically during guided reading sessions. Teaching assistants skilfully develop pupils' reading skills by giving pupils plenty of opportunities to talk about their findings and to develop their confidence in reading aloud.
- Pupils' attainment is broadly average overall in English and mathematics, but it is below average in writing. The standard of pupils' written work in areas across the curriculum is too inconsistent, so pupils are missing opportunities to develop their skills by expressing their ideas in a greater variety of ways.
- The proportions of pupils making expected progress in mathematics are generally improving, with large numbers doing so in some groups. This is inconsistent, however, and there are still small groups of pupils making slower progress.
- Disabled pupils and those with special educational needs make expected progress because the range of additional practical sessions provided by the school, for example to promote memory function and coordination, helps these pupils to learn more effectively.

The quality of teaching

requires improvement

- Teachers adopt consistent arrangements for planning lessons. Following a whole-class activity most continue with a range of tasks suitable for the different groups of learners in the class. This first activity rarely proceeds quickly enough so there is a delay in pupils having the opportunity to work on their own at the right level of challenge.
- Some teachers focus too much on the tasks in a lesson rather than the learning. This means pupils are unclear about the purpose of the activity. They are not fully involved in their learning and find it hard to link it to other experiences or to assess their level of progress.
- Teachers generally include group tasks in their planning and this makes a positive contribution to pupils' social development. During these activities, some pupils naturally assume responsibility and other pupils respond calmly to the guidance they receive from their peers.
- Teachers use a variety of resources effectively to make learning practical. For example, small toys and hoops were used simply so that pupils in a mixed Key Stage 1 class were able to see different number bonds, and were quickly able to apply this principle to writing the number sentences that followed. These same resources were adapted well so that disabled pupils and those with special educational needs were able to complete their number work confidently and successfully.
- Teachers use questions effectively to engage individual pupils in dialogue that helps them recall prior learning. Teachers do not always encourage pupils to explain their ideas in their own words so pupils do not make better progress by having to think independently.
- Teachers apply the new marking policy consistently so pupils are beginning to recognise how to improve their own work when they review it in class. Pupils also respond well to teachers' guidance about improving their handwriting and they take responsibility for rewriting poorly formed words.

The behaviour and safety of pupils are good

- Pupils have a positive attitude to learning through practical activities. When transferring the tale of *Little Red Riding Hood* to a story map, pupils enjoyed creating gestures to represent punctuation marks which helped them develop good habits for recognising when to use full stops and speech marks.
- Pupils feel safe in school. They know what they should do if they have a concern and they abide by the rules to keep them safe at playtime, especially when using the adventure playground. Occasional lapses in behaviour by a few individuals, although they are dealt with well by the school, mean that it is not yet outstanding.
- Pupils show a strong commitment to the school community and they are keen to volunteer for activities that benefit others. For example, pupils designed the features of the 'Reflection Garden' in the orchard.
- Pupils take their class charters seriously, often correcting their own conduct. They are aware of different types of bullying and they are determined that no one should suffer from it. They say that instances are extremely rare. School records show that behaviour over time is good.
- The 'Badger's' group for pupils with specific behavioural and social needs is well run. In conjunction with effective support from external agencies and careful monitoring, sessions are thoughtfully planned to help pupils grow in confidence. It has been especially successful in helping pupils learn to moderate more challenging behaviour.

The leadership and management require improvement

- Senior leaders have a very clear strategic vision for the school and most staff help to ensure continuity in pupils' learning when moving on from one school to the next. There is considerable collaboration between the schools and much has been done to make practices consistently effective. For example, changes to the curriculum since the last inspection have already been reviewed and updated across the federation in the light of concerns about pupils' skill development within topic work.
- Leaders in the different parts of the federation work effectively together to improve the quality of teaching and learning. For example, senior leaders have led the amalgamation with the children's centre extremely well. Communication is regular and effective and expectations are consistently high. This has had a positive impact on children's achievement as children make improved progress in developing a range of skills more quickly.
- The expertise of colleagues in the middle school has been used creatively to ensure that changes in subject leadership at All Saints School, particularly in mathematics, have had a positive impact. External advisers have helped to ensure the consistent introduction of a new calculation policy and that resources are adapted logically for pupils at different stages in their learning so that they make better progress.
- Other management activities have been less effective. Monitoring activities have been too infrequent to reveal shortcomings in the way learning is introduced in lessons, and this has limited the progress made by some pupils in, for example, understanding mathematical principles.
- The quality of teaching is monitored routinely. The data gathered as a result inform a general federation policy on improving the quality of teaching, but some of the detailed improvements relevant to the age of the pupils at All Saints School are lost in this process. For example, there is insufficient focus on ensuring that pupils build successfully on their learning when pupils with different needs come from different age groups.
- The school has supported members of staff in developing the expertise to take on middle leadership roles. However, most staff fulfilling these duties are relatively new in post so management activities are not yet well established. Self-evaluation is broadly accurate, but there is insufficient information about the effectiveness of different curriculum areas to

inform detailed plans that focus on raising the attainment of pupils more quickly.

- The curriculum provides a wide range of activities that support pupils' development well. Many pupils take part in a variety of sporting clubs and links with The National Park mean that they develop a strong sense of their rural heritage. The outdoor curriculum is also effective in providing practical learning experiences which have appealed particularly to boys and resulted in improvements in their levels of attainment.
 - The local authority has been involved in bringing the federation together but has had little specific impact on improvements at All Saints School.
 - All statutory requirements relating to safeguarding are met. The school ensures that staff receive higher-level training of a good quality.
 - The school promotes equality of opportunity effectively by ensuring, for example, that disabled pupils and those with special educational needs achieve at least as well as their peers. The school is a harmonious community, and there is no evidence of any discrimination.
 - **The governance of the school:**
 - Members of the governing body maintain an appropriate balance between the development of the federation and the specific needs of All Saints School. In collaboration with the executive headteacher, they have ensured that areas for improvement from the previous inspection have been successfully addressed, and that staffing issues at All Saints School have been resolved.
 - Members of the curriculum committee are well informed about the federation's priorities for improving pupils' achievement in writing and they use the school's pupil progress data to monitor developments.
 - The federation's finances are carefully managed and the executive headteacher has made good use of pupil premium funding to improve the progress of those groups of pupils who qualify for it.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123754
Local authority	Somerset
Inspection number	406193

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Jackie Smith
Headteacher	Jeremy Weedon
Date of previous school inspection	18–19 May 2011
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Email address	office@dulvertonallsaints.somerset.sch.uk

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