

All Saints Church of England Voluntary Aided Primary

Fulmodeston Road, Stibbard, Fakenham, NR21 0LT

Inspection dates 6–7 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Senior leaders, staff and governors are united and uncompromising in their determination to improve pupils' progress.
- The decision of senior staff and governors to appoint specialist teachers in literacy, mathematics and special educational needs has resulted in improved rates of pupils' progress and a rising trend in achievement.
- Achievement in Year 6 improved last year. Over two thirds of pupils reached the higher level for their age in reading and half in mathematics. This is better than in previous years.
- Teaching is consistently good and sometimes outstanding.
- Skilled teaching assistants are used exceptionally well to support pupils, particularly those with a disability or special educational needs in small groups in and out of class.
- Pupils make good progress in reading. Parents say it is through the promotion of good-quality children's literature that their children are avid readers.
- Pupils feel safe in school and their behaviour is exemplary. In lessons, they work together extremely well, sharing ideas and helping one another, especially when they get stuck. Pupils enjoy coming to school, as there is much to interest them. They rarely miss a day.

It is not yet an outstanding school because

- Pupils are taught mathematics exceptionally well in Years 2, 3 and 4, but this is not always the case in other year groups.
- At the start of lessons, some teachers do not show pupils precisely what they need to do to reach the higher levels of achievement.
- When teachers mark pupils' work, they do not give them enough time to talk about the steps needed to improve it, and to correct their errors.

Information about this inspection

- Inspectors visited 11 parts of lessons taught by nine teachers. Pupils in need of additional support were also observed working with an adult away from the classroom. Some of these were observed jointly with the headteacher and additional headteacher.
- Pupils' behaviour was observed in lessons, in the playground and during lunchtime.
- Inspectors listened to pupils' views about the school, heard some of them read and reviewed their current and past work.
- Meetings were held with the headteacher, teachers with additional responsibilities for the Early Years Foundation Stage, English, mathematics, Key Stage 2 and special educational needs, and with representatives of the governing body. A telephone conversation was held with a representative from the local authority.
- Inspectors considered the responses from 30 parents and carers who completed the questionnaire on the Parent View website, and six who spoke to an inspector as they brought their children to school.
- Records of attendance, arrangements to keep pupils safe, notes of the monitoring of the effectiveness of teaching by the headteacher and performance management, the school's self-evaluation and the school improvement plan were analysed.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector

Full report

Information about this school

- This school is small compared to others nationally. It shares its site with Stibbard Children's Centre that includes pre-school provision. The children's centre and pre-school are subject to separate inspections and their reports can be found on the Ofsted website.
- Since the previous inspection, the number of pupils attending the school has risen sharply. More pupils, approximately 25%, have joined Year 1, 3 and 6 classes partway through their primary education. Almost all pupils come from White British backgrounds. A few come from other White backgrounds and speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is similar to the national average. The proportion supported at school action plus or who have a statement of special educational need is much higher than found in most schools.
- The proportion of pupils supported by extra funding, known as the pupil premium, including those known to be eligible for free school meals, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The addition of a new classroom and changes to the main building mean pupils are now taught in seven single-age classes.
- In the past two years there have been some changes of staff. The headteacher is part-time, and has full responsibility from Monday to Thursday. The school's additional headteacher takes responsibility on Friday. Part-time staff have been appointed who specialise in mathematics, literacy and special educational needs.

What does the school need to do to improve further?

- Raise the quality of teaching to consistently outstanding by ensuring that all staff:
 - develop the exceptional skills in teaching mathematics that are already in evidence in some classes and small groups across the school
 - at the beginning of lessons, provide additional challenge to all pupils by showing them examples of work in mathematics and writing that illustrate levels of achievement they can aspire to reach
 - when returning pupils' work after marking it, give them time to respond to comments, correct errors and talk about the steps they need to take to improve their work.

Inspection judgements

The achievement of pupils is good

- In Year 6, in 2012, pupils' attainment in reading, writing and mathematics was broadly similar to that found in schools nationally. As a result of good teaching and additional support, almost all pupils made or exceeded the progress expected of them. More able pupils did well. Over two thirds of pupils in the year group reached the higher levels of achievement expected for their age in reading and almost half in mathematics. This is a much brighter picture than in previous years, when attainment was below average.
- Children in the Early Years Foundation Stage usually make good progress from their starting points, and join Year 1 well prepared for the next stage of their education. That said, in 2012, children did not reach the levels expected for their age in their knowledge of sounds and letters, writing and in counting because these skills were weak when they started school. An action plan, including additional support, has been drawn up to raise attainment in these aspects in the Early Years Foundation Stage and Year 1. The action taken is already having a good impact on raising attainment.
- In 2012, pupils in Key Stage 1 made good progress in reading and writing so their attainment was average. In mathematics it was low.
- The decision to restructure the teaching arrangements this year has brought about consistently good progress across subjects in all year groups. Pupils currently make outstanding progress in mathematics in Years 2, 3 and 4 and this is helping them to fill rapidly any gaps in their knowledge and skills caused by prior underachievement. Challenging tasks in these year groups, such as problem solving within real-life situations, are enthusing pupils to do as well as they can in this subject.
- Older pupils read widely and often. Good-quality children's literature and high-quality poetry from different periods of history motivate pupils to write with imagination. Pupils in Year 1 use a range of methods to help them to read.
- Making sure that everyone has an equal chance to succeed is pivotal to the school's work. The funding for pupils who need additional support, including disabled pupils and those who have special educational needs, is used well. Frequent, short, sharply focused small-group sessions in literacy and mathematics, together with effective additional support in class, and after-school writing and mathematics clubs, are accelerating these pupils' progress.
- Overall national test results, particularly in Year 6, can be affected by pupils who join the school at different times. These include a number of pupils who find learning difficult. The abilities of these pupils, including those who speak English as an additional language, are assessed quickly to ensure that the correct provision is made for them and they too now make good progress.

The quality of teaching is good

- Teaching in English and mathematics is usually good and sometimes it is outstanding. Through rigorous monitoring of lessons, and further training, leaders and staff have raised their expectations of what pupils can do.
- In the very best lessons, in mathematics, staff build extremely well on what pupils have learned before and no time is lost. Teachers use a wide range of activities to inspire pupils' interest, and

help them to apply newly acquired skills quickly to everyday situations. Pupils listen attentively, respond very well to the challenges they are given, and cover a great deal of work in the time available.

- Teachers make good use of interactive whiteboards to make clear what pupils are to learn in each lesson. They remind pupils of the targets they have been set to make good progress, although they do not always show them precisely what they need to do to aim for higher levels of achievement and make faster progress.
- Activities are planned with the aim of responding fully to pupils' ages and interests, and are devised to meet their different learning needs. All staff are skilled at asking pupils questions that help them to think through their ideas and sharpen their understanding. Pupils particularly enjoy talking in pairs to find solutions to problems posed by their teachers.
- Teachers in all year groups successfully vary the methods that they use to capture and sustain pupils' interests, as well as enhance their progress. Games promote rapid recall of multiplication tables, and short practical activities develop pupils' understanding of how sounds can be joined together to write unusual words. On other occasions, teachers give pupils time to use their creativity, to apply their literacy skills successfully and write at length across a range of subjects.
- Staff new to the Early Years Foundation Stage are becoming familiar with the recently changed national guidance for children of this age. The emphasis on promoting children's social skills is helping them to develop independence and resilience in their learning, especially when adults are helping their classmates to acquire early mathematics and literacy skills.
- Teachers assess pupils' progress regularly. Pupils identified as having special educational needs or in need of additional support in English and mathematics attend short daily sessions led by skilled teaching assistants. They gain confidence, new knowledge and skills that help them to make good progress. In lessons, teaching assistants are used well to help all pupils to participate fully.
- Marking provides pupils with clear constructive guidance about what they do well. Some staff give pupils the time to correct their mistakes, respond to comments and questions and talk about the steps they need to take to improve. In those classes where this does not occur, this limits progress for the pupils concerned.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour throughout the school day is exemplary. This is because staff have high expectations of them and everyone is treated with courtesy and respect. Scrutiny of the school's behaviour records, discussions with pupils, parents, staff and governors show that this is typical over time.
- Pupils have very positive attitudes to learning. They show resilience in tackling new work and help one another. At times, there is a hum of activity as pupils work on practical tasks, and at others it is very quiet while they think hard about the writing or mathematical problems they are solving independently. Pupils take great pride in presenting their work neatly.
- Captivating activities motivate pupils to want to learn. Consequently, they attend very regularly and, even those who travel some distance arrive on time.
- Relationships are excellent because staff make sure that pupils develop high-quality social skills.

Pupils work cooperatively when set a problem to solve together or when asked to talk through their ideas in response to teachers' questions. They listen patiently to different points of view.

- Pupils show considerable care and consideration for others. They make new entrants feel very welcome. One pupil, in school for only a few days at the time of the inspection, said, 'I love it here. I have already made lots of new friends.'
- Pupils say they feel extremely safe and secure in school. They know about different types of bullying and how to be safe when using the internet. If they become worried, they know what to do and who to speak to. Pupils are proud of their roles as school councillors and when representing their school at sporting and musical events.

The leadership and management are good

- Senior leaders, governors and staff share high expectations and ambition for the school to become outstanding. Together, they carried out an evaluation of the school's performance. This led to the successful implementation of an action plan that is focused precisely on raising the speed at which pupils progress.
- Specialist leaders in mathematics, literacy and special educational needs work closely with all staff to drive improvements. There is a clear sense of purpose and morale is high. The successful actions they have taken are helping pupils in all groups to catch up rapidly and make up for their previously slower rates of progress, especially in mathematics.
- Through rigorous monitoring, the appointment of new staff, and effective performance management procedures, leaders have been successful in raising the quality of teaching. Teachers are held to account for the quality of their work and are rewarded for their success in helping pupils to make good progress.
- In the past, the local authority has provided good-quality support to improve the way in which pupils' progress is assessed and tracked. The school has responded well to this support. With consistently good and some outstanding teaching established, and increased rates of pupils' progress, the local authority now takes an appropriately 'light-touch' approach.
- The school's broad range of subjects gives pupils many exciting experiences that meet their differing abilities, interests and talents. High-quality debates such as, 'What makes a good role model?', residential visits, and participation in a wide range of orchestral and sports events with other schools, do much to promote pupils' spiritual, moral, social and cultural development.
- All parents who spoke with an inspector during the inspection and almost all parents responding to the Parent View have full confidence in the school. They appreciate the way their children are cared for and families supported in times of crisis.
- Arrangements to keep pupils safe are robust. Procedures for the recruitment of staff suitable to work with children are carried out meticulously. All staff and volunteers who work with pupils regularly have been subject to a Criminal Records Bureau checks. Governors review safeguarding policies and procedures regularly to ensure that they are effective.
- **The governance of the school:**
 - The governing body asks challenging questions of the headteacher and senior staff and holds senior leaders to account. Its members visit the school regularly and know its strengths,

including the quality of teaching, and areas that need development. They have a thorough understanding of the school's performance in comparison to other schools nationally. They use this information effectively in their discussions about the way money needs to be spent to improve pupils' learning and progress. The governing body has made good decisions about the manner in which the school distributes its budget and spends the money it is allocated for pupils needing extra support. For example, the decision to appoint additional teaching assistants and part-time skilled specialist staff in mathematics, literacy and special educational needs is proving highly beneficial. Pupils who have previously found it difficult to learn well are catching up quickly. The governing body is fully involved in the school's procedures for improving the quality of teaching and setting targets for pupils in each year group to achieve. It contributes effectively to the school's processes for salary progression and promotion.

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	121145
Local authority	Norfolk
Inspection number	402009

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	192
Appropriate authority	The governing body
Chair	Mark Pollicott-Reid
Headteacher	Kathryn Batcock
Date of previous school inspection	27–28 May 2010
Telephone number	01328 829228
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