

All Saints, Church of England School

Main Street, Kirkby Overblow, Harrogate, North Yorkshire, HG3 1HD

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress through school. Standards in English and mathematics are above average by the end of Year 6.
- Children get off to a strong start in the Early Years Foundation Stage. As a result they are happy, inquisitive and eager to learn when they start Year 1.
- The quality of teaching is good. It is sometimes outstanding. Adults skilfully question pupils to help them retain facts and deepen their understanding. Teaching makes good use of information and communication technology (ICT) and links between subjects to make learning exciting.
- Pupils' behaviour is exemplary. Their attendance is above average. Pupils feel valued and extremely well cared for. As a result they are polite, friendly and very considerate towards others.
- The headteacher provides a clear and sharply focused direction for school development. Staff morale is high. The leadership receives good support from the governing body. Consequently, the school is well placed to continue to improve.

It is not yet an outstanding school because

- Sometimes pupils are not challenged to make the best progress they could and to complete enough work in the time available.
- Although marking is good overall, occasionally errors in pupils' writing are not addressed.
- Subject leaders and other staff with an area of responsibility do not always have specific and advanced knowledge of teaching and learning in their areas to ensure that they have the maximum impact.

Information about this inspection

- The inspector observed nine lessons including three joint observations with the headteacher. The inspector also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair, and other members, of the governing body, a representative of the local authority, and members of staff including senior and middle leaders. The inspector also heard pupils read.
- The inspector took account of 11 responses to the online questionnaire (Parent View) and the outcomes from the school's consultations with parents.
- The inspector also observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance-management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Over half the teachers, including the headteacher, are new to the school since the last inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring pupils are consistently challenged to achieve the best they can and produce their work in good time
 - addressing errors in pupils' written work in all subjects.
- Further strengthening the already good leadership and management by ensuring those with an area of responsibility, such as subject leaders, gain a high level of knowledge of the quality of teaching and learning in their area in order to share the best practice and further improve pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with knowledge and skills which are generally typical for their age although they vary from year to year because of the small numbers involved. They make at least good progress in all areas of their learning. Early reading, writing and numeracy skills are well established. Children are independent and concentrate well and apply themselves to their work and play.
- Pupils achieve well, and above average standards in English and mathematics have been maintained well since the last inspection. Pupils' progress is occasionally outstanding and an increasingly high proportion of pupils work at higher than normally expected levels. This reflects the teachers' good use of accurate measures of pupils' achievement to set high expectations and some outstanding teaching.
- Pupils have very positive attitudes to learning and increasingly good skills for improving their own work, which contributes well to the progress they make. Pupils make good use of ICT in their learning.
- The few pupils supported by pupil-premium funding make good progress and the gap between their achievement and that of other pupils is reducing. They generally reach at least average standards. The use of the funding to provide individual, one-to-one support in literacy and numeracy is carefully reviewed to ensure it has a maximum impact on pupils' learning, often resulting in better than normally expected progress.
- Disabled pupils and those who have special educational needs make good progress from their starting points. This is because staff understand their learning needs and make rigorous efforts to meet them. The increasingly successful attention given to establishing key literacy and numeracy skills ensures that these pupils achieve well across a range of subjects.
- Pupils read fluently and for a wide range of reasons by Year 6. Younger pupils tackle new and unfamiliar words well with a good understanding of letters and their sounds. Their enjoyment of reading and depth of understanding makes a good contribution to their overall achievement. Pupils of all ages and abilities read with expression and enthusiasm.
- Pupils' writing skills are good. They largely write neatly with fluid handwriting and a good knowledge of grammatical structure and the use of paragraphs. They usually write at length. Very occasionally, they make spelling and other errors in their writing in different subjects which teachers do not address fully. This sometimes hinders their progress.
- Pupils' mathematical skills are well developed. Their calculation skills are well developed by Year 6 and they have a good recall of mathematical facts. They apply these skills well to problem-solving situations involving a very good knowledge of shape, measure and data handling.

The quality of teaching is good

- Teachers use good procedures to measure pupils' attainment and the progress they make. They use this knowledge well to set high expectations for pupils' achievement. This sometimes leads to outstanding progress. For instance, in Year 5 and 6 the teacher makes excellent use of ICT to involve pupils in tracking their own progress and setting demanding targets for their own improvement. The work set is then closely matched to their individual needs.
- Sometimes, however, teachers miss the chance to challenge pupils further and ensure they make best use of the time available. For example, pupils are sometimes given too long to complete relatively undemanding tasks, such as simple illustrations, rather than completing their writing in good time. Very occasionally, pupils capable of tackling more difficult work are placed in a group where the work is too easy for them.
- Lessons often start with an activity that grabs pupils' attention and sharpens their thinking, especially in outstanding lessons. For example, with the aid of ICT, teachers make good use of pupils' own work as a starting point and model for others. They use challenging and fast-paced

mental calculation games, role play and colourful resources to motivate pupils.

- Teachers and teaching assistants ask open questions to explore pupils' understanding and develop their thinking skills. Pupils with a disability or special educational needs are taught well. Teaching assistants and other adults provide sensitive and skilled support when needed, whilst encouraging pupils to work as independently as possible.
- Reading skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through work closely matched to pupils' ability, regardless of age. They guide pupils well to read with expression and understand the deeper meaning of the text.
- The overall quality of marking and feedback is good and has improved well since the last inspection. However, sometimes teachers' comments do not provide clear enough guidance for pupils as to how to amend and improve their written work, such as spellings, especially in subjects other than English.
- Teachers provide good opportunities for pupils to practise their reading, writing, numeracy and ICT skills through other subjects. For example, Year 1 and 2 pupils write good quality accounts following their visit to a local castle in their history work. There are many examples of good quality work in art, history and science.

The behaviour and safety of pupils are outstanding

- The school is calm, friendly and very orderly. Pupils are extremely well behaved throughout the school. They listen very attentively to teachers and their peers. They move around the school with care and consideration for others. Pupils are punctual and well prepared for the day.
- The school works very closely with parents of pupils who have social, emotional or behavioural concerns. These pupils make good progress in learning to manage their own behaviour. They are supported well by the other pupils who are keen to offer all the assistance they can. Consequently, poor behaviour is very rare and there have been no recent exclusions.
- Pupils have an excellent understanding of different types of bullying, including cyber-bullying, and feel that very little goes on. They make a very good contribution to the maintenance of school rules through, for example, their roles as school councillors, eco warriors and house captains.
- The pupils respond extremely well to the strong moral and social guidance they receive. They develop very positive attitudes to life and learning through the teaching of common values and expectations. They produce thoughtful and reflective prayers for assemblies which they plan and manage themselves. They have a very good understanding of moral and ethical issues through their studies on conservation and other global topics which they express well in their written and art work.

The leadership and management are good

- The headteacher's very clear view of how the school can be even more successful is shared by all staff. The headteacher receives good support from the senior teacher and all staff share a positive vision for school improvement. Systems to assess pupils' progress and plan for their future learning are rigorous and benefit from strong partnerships with other schools to ensure they are accurate.
- There are thorough systems for mentoring, supporting and coaching teachers and leaders in their roles. The headteacher provides a good role model. However, the introduction of new staff has led to changes in subject and other management roles. Consequently, these staff have not yet had the opportunity to gather specific and advanced knowledge of the teaching and learning in their area of responsibility in order to have a full impact on sharing best practice. As a result the quality of teaching and pupils' achievement are currently good rather than outstanding.
- Staff are aware of their accountability for the progress their pupils make and understand how this is linked to salary progression. The school is aware of the few aspects of teaching and

learning requiring further development and is well placed to address them.

- The school receives an appropriate, 'light touch' support from the local authority. This has contributed well to developing the links between the schools and contributes to training of subject and other leaders.
- Policies for safeguarding pupils meet legal requirements and are supported by the very detailed record keeping.
- The school is at the heart of the local community and parents hold it in high regard. The school strongly promotes very good relationships and equality of opportunity through all its work. Parents provide strong support through their fundraising and as volunteers in school.
- The school makes learning exciting and memorable through many different subjects and the links between them. It tackles discrimination well through learning in religious education, history and many other subjects. The through school eco project, for example, has led to very stimulating art and design work using recycled items and excellent ICT presentations about the Antarctic.
- **The governance of the school:**
 - is well led and well informed through detailed reports from the headteacher, staff presentations and the governors' own increasingly systematic procedures to check the effectiveness of the school's work
 - has taken good advantage of a range of training opportunities to improve skills leading to an impact on their aims and the use of data on pupils' and teachers' performance to ensure the quality of teaching is good enough to tackle any underachievement
 - makes a good contribution to the strategic direction of the school and ensuring leadership is effective
 - oversees financial management well, uses its budget well and rigorously monitors the use of pupil premium-funding to provide individual reading programmes, staff training and full access to all the school curriculum offers.

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	121630
Local authority	North Yorkshire
Inspection number	403473

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	92
Appropriate authority	The governing body
Chair	Jonathan Ramsden
Headteacher	Louise Newport
Date of previous school inspection	7 May 2008
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