

All Saints Church of England Junior School

Westborough Road, Maidenhead, SL6 4AR

Inspection dates 7–8 March 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching over time is good, especially in English and mathematics, because activities are well planned to match most individuals' needs, carefully marked and involve pupils in evaluating their own progress.
- Pupils achieve well due to good teaching. They reach above average levels in English and mathematics by the end of Year 6.
- Pupils speak very positively about their school, behave well and have a clear sense of right and wrong. It is a safe and secure environment because leaders promote pupils' reflections upon behaviour as a high priority. As a result pupils are respectful and treat adults and each other with courtesy.
- The headteacher and leadership team have a good understanding of what needs to be done to further improve the school, monitoring teaching and pupils' performance rigorously to make effective changes to pupils' involvement in lessons. Staff and governors share her vision and ambition.
- Governors make sure that they are well informed about the quality of teaching and the progress pupils make. They are prepared to challenge as well as support school leaders.
- Provision in the school for spiritual, moral, social and cultural development is strong

It is not yet an outstanding school because

- Teaching is not yet outstanding because the pupils who are capable of making more rapid progress are not always set work that is hard enough to encourage them to think deeply about topics.
- Pupils are not always clear about how to apply the skills learned in English classes to their writing in other subjects.
- Marking in subjects other than English and mathematics is not detailed enough for pupils to be clear about how to improve their work.

Information about this inspection

- Inspectors spent a total of eight hours observing 18 lessons or parts of lessons taught by nine teachers. Additional activities included observations at breakfast club, during break times and a school assembly.
- One lesson was observed jointly with the headteacher. An assistant headteacher participated in visits around the school to observe how well groups of pupils, particularly those who need support in reading, were progressing.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and subject co-ordinators. A meeting was also held with a representative of the local authority.
- Inspectors took account of the 53 responses to the online questionnaire (Parent View) as well as views communicated during informal discussions with parents and carers. They also took account of the views of the staff through meetings and responses to 25 staff questionnaires.
- Inspectors listened to pupils read and examined the work in pupils' books.
- The school's own attainment records for the current as well as previous academic years were scrutinised in addition to published information on pupils' achievement. Inspectors examined planning and monitoring documents, records relating to pupils' safety and welfare including the school's single central record of security checks on staff, the behaviour logs and attendance records.

Inspection team

Patricia MacLachlan, Lead inspector

Additional Inspector

Neil Gillespie

Additional Inspector

Full report

Information about this school

- This school is an average-sized junior school. The proportion of pupils supported by the pupil premium (extra money provided by the government for pupils who are known to be eligible for free school meals) is below the national average.
- The proportions of pupils from minority ethnic heritage groups and whose first language is not English are above the national average. The largest groups are those of Pakistani and White British heritage. Over half of all pupils are believed to speak English as an additional language.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportions of pupils that are supported at school action, school action plus or with a statement of special educational needs are above the national average. Statements or support at school action plus are mostly for speech and communication difficulties.
- The school provides a breakfast club managed by the governing body.

What does the school need to do to improve further?

- Consolidate improvements in teaching and increase the proportion that is outstanding over time by:
 - planning tasks that require pupils to respond with high quality writing in all areas of the curriculum
 - planning activities that challenge learners who are capable of making more rapid progress, to develop a deeper understanding of subjects by researching topics for themselves.
- Further strengthen the leadership and management of teaching by:
 - embedding some of the very strong marking and assessment practices seen in mathematics and English in other subjects across the school
 - extending the systems for monitoring pupils' progress, which already ensure that effective support is provided if pupils are falling behind, so that faster rates of progress are sustained by those who are capable of attaining higher levels.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the school is broadly average. By the time pupils leave the school, attainment is significantly above average in mathematics because teaching is good, expectations are high and increasing proportions of pupils are now being prepared for Levels 5 and 6 assessments.
- In English, attainment of pupils in Year 6 has been above the national average. Increasing proportions of pupils currently in Years 5 and 6 are making good progress because teachers are very careful to make sure that pupils understand their work and are given detailed advice on how to improve. However, the lack of opportunity to develop and use writing skills in subject other than English restricts pupils' progress.
- Very careful and frequent tracking of pupils' progress is used to identify and support any individuals who are at risk of falling behind. As a consequence, the school provides tailored support, well matched to individual needs, to ensure that there are no significant differences between the achievement of groups of disabled pupils and those with special educational needs and their peers, or between those who speak English as an additional language and their classmates.
- The tracking system is not yet used so systematically to check the progress of, and extend the tasks in all subjects for, pupils with the potential to attain higher levels.
- The pupil premium funding is used to pay for individual and small group programmes in reading, writing and mathematics. As a result the majority of pupils in these groups are now making good progress.
- Younger pupils recognise sounds and letters (known as using phonics) and link them well to read accurately because they are well taught. Pupils of all ages enjoy reading. The system of linking Years 5 and 6 pupils to Years 3 and 4 readers for a weekly lesson has helped the younger readers to choose more ambitious books because their older 'buddies' have enjoyed and recommended them.

The quality of teaching is good

- Teaching is good because well-planned tasks offer pupils briskly paced opportunities to solve realistic problems. In a mathematics lesson for pupils in Years 5 and 6, pupils were challenged to find different ways of developing formulae for calculating the number of ways dots could be linked to form a pattern and then explain their proposals. This made pupils think hard and discuss different solutions, promoting good progress.
- Pupils are enthused by routines whereby high quality English work is selected for detailed review in their 'piece of pie' books. Pupils are also adept at discussing with their partners whether their writing has met improvement targets because teachers mark work very clearly and encourage them to keep helpful records of their own progress.
- Planning is thorough and capable teaching assistants participate actively to offer careful support for pupils who need to reinforce their skills. The best teachers re-shape tasks quickly if pupils are not succeeding to help them to learn at their own pace. Pupils who are capable of making faster progress are not given sufficient open-ended challenges that require independent research over longer periods and make use of and develop writing skills.
- School leaders' own evaluation of teaching is accurate. Focused coaching has enabled some teachers, including those new to the profession, to improve rapidly.
- Pupils are adept at discussing whether their writing or mathematics has met improvement targets because teachers mark work extremely clearly in a way that encourages them to revise their answers. Teaching teams do not currently check work in other subjects so extensively.
- Parents and carers are rightly confident that their children are well taught and pupils' views are summed up in the words of one who said that 'teachers help us to be more confident... they are

fun... and challenge us to work hard’.

The behaviour and safety of pupils are good

- Pupils’ attitudes to learning are good. This is because pupils can demonstrate independence in developing their understanding. Behaviour is good rather than outstanding because pupils who are capable of making faster progress are sometimes passive because they have not been given activities that would stretch their capabilities.
- Pupils feel well looked after by the adults around them. One, speaking for many, summed it up as ‘the headteacher cares for us all like a family’. Pupils who previously have displayed challenging behaviour speak of the very supportive and creative ways in which they have been helped to improve. The culture of promoting reflection on behaviour leads to the vast majority of pupils acting politely and respectfully towards each other and to adults.
- Bullying is rare and parents and carers have expressed satisfaction with the school’s good management of unkind behaviour. Pupils have a good awareness of personal safety including cyber safety and respond well to situations by avoiding unsafe behaviour. Personal incident logs are used well to allow pupils to reflect upon their own behaviour.
- Attendance is slightly above the national average because effective strategies are deployed to reward good attendance.
- Pupils know right from wrong and use the school’s ‘CALM’ (using their common sense, always using self-control, listening and being mindful of good manners) approach to resolve difficulties, and celebrate good behaviour publicly. Lively assemblies, led by visiting church organisations or, very ably, by the pupils themselves, encourage deeper reflection and kind actions. This reinforces moral development and promotes social growth.

The leadership and management are good

- The areas for improvement identified at the previous inspection have been successfully addressed. Although there is still room for improvement marking now ensures that pupils have clear guidance about how to improve their work and evaluate their own progress. Subject leaders are now fully engaged in monitoring pupils’ progress by checking books, lesson plans and pupils’ grades frequently. Teachers draw up detailed lesson plans that include activities for higher attaining pupils, although these activities are not always refined precisely enough to stretch their individual capabilities particularly to enhance pupils’ writing.
- The headteacher has developed a robust system for monitoring teaching, and this has improved classroom practice. The performance management system ensures that only those teachers who meet required standards move up the salary scale. The headteacher has not shied away from difficult conversations about teaching performance when these were necessary.
- Provision to encourage spiritual, moral, social and cultural development is strong. Pupils are respectful about different religions because assemblies embrace a Christian ethos but the curriculum is multi-faith. Parents and carers from different traditions express their pride in their children’s participation in Christmas performances, for example. Opportunities to experience river trips, visit centres of scientific interest or bookshops are relished and widen pupils’ cultural horizons. A wide range of well-attended clubs further supports social and cultural development.
- Arrangements for transition from the infant school are valued by parents and carers because their children are treated as individuals. One commented, ‘My grandson was quite sure that he was not going to read but now he is reading enthusiastically thanks to his teachers.’
- The curriculum has been revised since the last inspection with well-selected programmes that focus on basic skills and how to use mathematics to solve problems. This is having a positive impact upon pupils’ performance in English and mathematics. The themes that are used as a stimulus in other subjects are enjoyed by pupils because each unit begins with a memorable

event that stimulates their interest.

- Effective safeguarding systems are in place that meet statutory requirements and policies are rigorously applied. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
 - The local authority has provided good support to the school by sharing lesson observations and checking that the headteacher and school leaders are making accurate evaluations of the school's strengths and areas for improvement. It has also helped to arrange support for newly qualified teachers.
 - **The governance of the school:**
 - The governing body knows the standards of achievement and teaching in the school because the headteacher provides termly reports under these headings. Governors monitor the improvement plan, based on an accurate understanding of how pupils are performing compared with national standards. Because members of the governing body have been trained to analyse information on school performance compared with national figures, they are increasingly confident in interpreting and asking challenging questions about the progress of pupils in different parts of the school. The school's staff appraisal policy has been revised to incorporate the new standards expected of teachers, and governors effectively manage the link between teachers' pay progression and their pupils' progress. Checks are made that the pupil premium funds are spent on the intended groups because the headteacher reports on the impact on attainment made by the funds. In addition to their strategic role, many governors take an active role in running clubs that extend pupils' creative experiences or helping with reading activities.
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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	109991
Local authority	Maidenhead and Windsor
Inspection number	401906

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

Type of school	Junior
School category	Voluntary Controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Fiona Miles
Headteacher	Bridget McGregor
Date of previous school inspection	1920 May 2010
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