

# All Saints Church of England Primary School

School Green Road, Freshwater, Isle of Wight, PO40 9AX

## Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- There has not been enough good or better teaching for all pupils to make good progress.
- The pace of learning in mathematics, although improving, is not raising standards fast enough.
- Older pupils have gaps in their mathematical knowledge and many lack confidence with their calculations.
- Pupils are not always active enough in lessons and sometimes spend too long listening unnecessarily to their teachers.
- The work that teachers set is sometimes too easy for pupils. As a result, not all pupils make the progress of which they are capable.
- Attainment at the end of Key Stage 1 in the previous two years has been well below the national average. Despite recent improvements, standards are still not high enough.
- The recently introduced marking policy is not used consistently across the school.
- Many of the new systems the leadership team has introduced have not been working long enough to make a sustained and significant difference to pupils' learning and progress.
- The governing body has not asked searching enough questions of leaders about the school's performance.

### The school has the following strengths

- Leaders and managers have a good understanding of where the school needs to improve, and some progress has been made in improving teaching and raising standards in a relatively short period of time.
- Pupils who are known to be eligible for the pupil premium make good progress because of the good-quality support they receive.
- Pupils say they feel safe in school and incidents of bullying are rare. Their behaviour is good.
- Targets for teachers to improve their practice are robust and well linked to the progress made by pupils.
- Turbulence in staffing and the school's change of status to include Years 5 and 6 pupils have been well managed.

## Information about this inspection

- Inspectors observed teaching and learning in 14 lessons involving eight teachers, which included two joint observations with the headteacher. Two assemblies were also observed.
- The inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- The school’s work was observed and documentation considered, including school improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of their work. They heard groups of pupils read and spoke to others about behaviour and safety arrangements at the school.
- Inspectors took account of the views expressed by those parents and carers who spoke with them at the start of the school day. The number of responses on Parent View was too low to draw any reliable conclusions.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Susan Hunnings

Additional Inspector

Una Stevens

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Since its previous inspection, the school's status has changed, following a local reorganisation of primary and secondary education, so that the school now caters additionally for pupils in Years 5 and 6.
- Year 6 pupils sat national tests in English and mathematics for the first time in 2012.
- The vast majority of pupils come from a White British background.
- Approximately one in every 12 pupils is supported through school action, which is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Approximately a quarter of pupils are known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals, those in local authority care and those from service families), which is average.
- The Early Years Foundation Stage is made up of one Reception class.
- Pupils in Years 4, 5 and 6 are taught in two mixed-age classes.
- There has been an unusually high number of changes to the leadership and staffing of the school since the previous inspection.
- The headteacher and deputy headteacher were appointed on an interim basis in September 2011, and permanently in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A private pre-school shares the school site. This was not part of the inspection and is subject to separate inspection and reporting arrangements.

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

- Increase the proportion of teaching which is good or better by ensuring that:
  - the good practice that exists in the school is shared
  - teachers use their checks on pupils' skills in lessons and previous learning to plan work that is set at the right level for pupils' differing abilities
  - pupils have the opportunity and time to respond to teachers' comments in marking
  - lesson introductions do not last too long, allowing pupils sufficient time for independent activities and allowing learning to move forward rapidly.
- Raise attainment in mathematics by the end of Year 6 so more pupils reach the higher Level 5 by:
  - helping older pupils to close gaps in their knowledge and skills in order to make accurate calculations
  - providing further opportunities to use mathematics and problem solving in other areas of the curriculum
  - developing pupils' confidence and ability to work independently.
- Increase the effectiveness of leadership by:
  - ensuring that recently introduced strategies for improving teaching and achievement are consistently followed in all classes

- strengthening the role of subject leaders by giving them more opportunities to check on, and improve, the quality of teaching in their subject area
- ensuring that the governing body holds leaders to account more rigorously by asking more searching questions about pupils' achievement and the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress in mathematics has been too slow over the last few years and requires improvement. There are pockets of underachievement across the school with pupils not being moved on fast enough. Pupils make mistakes in calculations because there are gaps in their knowledge and many lack confidence in their skills and abilities.
- In the previous two years, standards by the end of Key Stage 1 were not high enough and pupils did not make enough progress. However, since reorganisation, a whole-school focus on raising attainment has begun to have an impact. The vast majority of pupils currently in Years 1 and 2 are making good progress in reading and writing, and in English are working at typically expected levels for their age.
- Children join the Reception class with skills and abilities which are below the levels expected for their age. They make adequate progress across all areas of learning and develop good levels of independence, although they start Year 1 still below the levels expected, particularly in communication and language.
- Pupils in Year 6 last year improved their rate of progress. As a result, the proportion reaching the expected Level 4 in national tests in 2012 was similar to the national average. However, few pupils reached Level 5 in mathematics or in reading.
- Pupils currently in Year 6 are making good progress, although standards are still below those expected due to previous underachievement and inaccurate assessments.
- Disabled pupils and those with special educational needs are making expected progress in line with their classmates.
- Pupil premium funding is used to provide additional teachers and teaching assistants, and a family support worker. The average point scores of all pupils supported by the pupil premium (in this case those in receipt of free school meals) show that in 2012 the gap between these pupils and others in the school was equivalent to three terms' progress below in both English and in mathematics. Current information from the school's own progress records shows that this gap is closing quickly.
- Most pupils enjoy reading and achieve well. By the end of Year 6, pupils' attainment in reading is broadly average.
- Approximate half of Year 1 pupils reached the required standard in the national screening check in phonics (the sounds that letters make) in 2012, which is below the national average. Improved phonics teaching since September is having a beneficial impact on pupils' ability to tackle unknown words. Pupils' phonic knowledge has improved.
- The vast majority of parents who spoke to inspectors during the inspection believed that their children were making good progress. Whilst inspectors agree that progress is getting better, they find that it still requires improvement.

### The quality of teaching

### requires improvement

- Over time, teaching has not been good enough to ensure pupils make good progress and therefore requires improvement. The many changes to leadership and staffing have made it difficult to continue to improve teaching and to share good practice.
- Expectations have not been high enough and in some lessons teachers still talk for too long, leaving insufficient time for pupils to get on with their own work. Sometimes, the work is too easy or does not precisely meet pupils' needs so that learning slows.
- A greater focus on mental skills and basic calculations, during the morning basic skills sessions, has started to raise attainment in mathematics. However, examples of pupils' work and working walls are not used consistently across the school to help pupils with their calculations. Pupils do not have enough opportunities to practise their mathematics skills in other subjects.

- In a small number of lessons, teachers tend to exercise too much control and do not provide enough opportunities for pupils to work on their own, including in mathematics. Over the last 12 months, teaching has improved as the result of effective staff training. An increasing proportion of teaching is good. However, teaching is still not good enough to promote consistently good progress, especially in Key Stage 2.
- In the most effective lessons, teachers plan tasks that rapidly build on what the pupils are already able to do. All groups of pupils are fully engaged throughout and make rapid progress. Teachers use questioning effectively to find out what pupils know and build on this well. They use a wide range of imaginative activities, such as video clips and role play, to capture pupils' interests.
- Although marking is encouraging, the quality is inconsistent across the school and between subjects and does not provide guidance that is precise enough to help all pupils improve their work. Often pupils do not have sufficient time to act on teachers' advice. Many pupils know their next steps in learning in English but not in mathematics.
- Improved teaching in the Early Years Foundation Stage ensures there are ample opportunities for children to make decisions for themselves, both indoors and outdoors. However, adults miss opportunities to secure and extend learning during activities children choose for themselves. The outdoor area has been developed well since the previous inspection.
- Reading is taught well. Teachers and teaching assistants are now successfully promoting the pupils' phonic knowledge.
- Changes in the way writing is taught have had a good impact on pupils' progress, resulting in improved attainment in the national tests at the end of Year 6 in 2012. Pupils are more involved in checking their own work and they have a better understanding of their next steps in learning.
- Teachers work closely with teaching assistants, who provide valuable support both in and out of the classroom. Pupils supported by the pupil premium receive well managed support and currently make better progress than their classmates.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn. They enjoy school and are eager to do well. They are respectful and work well together.
- Pupils behave well around the school and during breaks. At lunchtime pupils eat together in an orderly way and play well with equipment provided in the playground.
- The school has developed a new behaviour policy and this is being carried out well. There is a good focus on rewards which promote positive behaviour, and sanctions are clear.
- Occasionally, a few pupils find it difficult to manage their own behaviour. These pupils are supported very well and school behaviour records show improvement over time.
- Pupils say they feel safe in school and do not experience bullying or racist comments. Parents and carers spoken to during the inspection said that bullying was not an issue and behaviour was good. The school does not tolerate discrimination of any kind. The promotion of equality of opportunity is good.
- Pupils have a good knowledge of all forms of bullying, for example cyber bullying. They are helped to develop a range of strategies so they are able to manage everyday risks for themselves.
- Attendance is above average and continues to improve because staff follow up absence rigorously.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Personal support for pupils and their families, particularly from the family support worker, is well organised and highly effective.

**The leadership and management requires improvement**

- Leadership and management require improvement because, although the headteacher and deputy headteacher have made a start in improving pupils' attainment in Key Stage 1 and their progress in mathematics, there is still more to be done to ensure that this is sustained over a longer period, and that recently introduced strategies to improve teaching are consistently implemented.
- Until recently, systems for checking how well pupils were doing were not robust enough. However, the detailed analysis since September has enabled the school to identify underachievement and to provide pupils with appropriate additional support. The gaps between the attainment of pupils at All Saints and all pupils nationally in both English and mathematics are narrowing termly, as more successful teaching is helping pupils to catch up.
- The headteacher's evaluation of how well the school is performing is accurate. The improvements to progress and teaching since September 2012 show that leaders have the capacity to improve the school further. However, the roles of middle leaders are not yet sufficiently developed to help them check and improve the quality of teaching.
- Swift action has been taken to eliminate inadequate teaching and to provide much needed training and staff development. Revised procedures for checking how well pupils are doing now enable leaders to hold teachers to account for pupils' progress. Decisions about the salary that each teacher receives are now based on the progress made by the pupils in their care.
- The range of subjects and topics contributes effectively to pupils' spiritual, moral, social and cultural development. The strong sense of community and links with the local church are strengths of the school.
- Learning is enriched well through a wide range of visits and visitors to the school. After school activities and opportunities to develop sporting and musical skills broaden pupils' education.
- Staff strive to involve parents and carers fully in their children's learning. Parents and carers were very positive about the family learning session which took place in the Reception class during the inspection. Comments like, 'It gives me time to work with my child,' and, 'It helps me to understand phonics,' show how much the sessions are appreciated by parents.
- The presence of the headteacher and deputy headteacher around the school is highly effective in cementing strong relationships with parents. It was evident during the inspection that both leaders know the pupils and their families extremely well.
- The local authority has provided good support for school leaders during the school's change of status and interim leadership which is resulting in more rapid improvements. The school works effectively with a range of schools in the local area; this provides opportunities for teachers to compare the standards of their pupils' work and for training.
- The governance of the school:
  - Since the previous inspection, the focus of the governing body has been on managing and maintaining the leadership of the school and managing the change in status. As a result, it has not focused sufficiently on the quality of teaching and academic standards. Governors increasingly know their school well because they are in regular dialogue with the headteacher. They are prepared to tackle inadequate teaching and offer good support to the headteacher on sensitive issues. They have made good decisions on the rewards that teachers receive, the effective allocation of the school's finances and the support and impact of the pupil premium. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for performance management and for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory requirements.

## 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

<b>Unique reference number</b>	118185
<b>Local authority</b>	Isle of wight
<b>Inspection number</b>	401729

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pete Baggott
<b>Headteacher</b>	Nicki Mobley
<b>Date of previous school inspection</b>	19–20 January 2010
<b>Telephone number</b>	01983 753267
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