

All Saints Junior School

August House, Brownlow Road, Reading, RG1 6NP

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils’ standards in writing and mathematics are very high. Their standards in reading are extremely high.
- Pupils make excellent and rapid progress from their starting points on entry to the school.
- Teaching of very high quality enables pupils to achieve outstanding results.
- Pupils demonstrate a substantial love of learning and have very high expectations of themselves. Their behaviour and attitudes to learning are excellent.
- The headteacher and governors show exceptionally strong leadership and have very high expectations of pupils and teachers. As a result, pupils’ achievements and teaching are outstanding.

Information about this inspection

- The inspector saw teaching in both classes. He observed seven lessons and pupils' behaviour in the playground. All lessons were observed jointly with the headteacher.
- Discussions were held with pupils, members of the governing body, the headteacher and other staff and a representative of the Schools Trust.
- The inspector observed many aspects of the school's work, including supervision and support for pupils who need extra help. He examined pupils' work in their exercise books and on display in the school.
- The inspector looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents were taken into account through discussions with several parents and taking note of the responses to the on-line Parent View survey.
- Staff views were taken into consideration by looking at questionnaires completed by seven staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Seconded Inspector

Full report

Information about this school

- The school is a much smaller than the average-sized primary school and serves a district of Reading and the surrounding area.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average.
- The proportions of disabled pupils and those who have special educational needs and who need extra help are much lower than in other schools nationally. Some of these pupils have moderate learning difficulties. No pupils have statements of special educational needs.
- A very small minority of pupils join or leave the school during the school year. This minority is much smaller than that found in most other schools.
- A large majority of pupils are of White British heritage.
- The school opened in September 2011 as one of the first free schools in the country. It works in partnership with the Schools Trust set up by an education charity.
- The school currently consists of two classes catering for pupils in Year 3 and Year 4.
- The headteacher was appointed in April 2011.
- The school moved into its permanent site in September 2012.

What does the school need to do to improve further?

- Ensure that the strengths of the school are maintained as the school continues to increase in size over the next two years.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils make excellent progress in all subjects throughout Year 3 and Year 4. Pupils' progress from their starting points on entry into school has been much faster than in most other schools.
- Results of school assessments show that pupils' standards in reading, writing and mathematics are much higher than those found in most other schools, and exceptionally high in reading. A quarter of Year 4 pupils have already reached the standard of reading expected from pupils in Year 6.
- Pupils receiving support through the use of pupil premium funding including those eligible for free school meals make excellent progress in line with all pupils in the school. This is because of the teachers' attention to meeting individual pupils' needs and the very effective support that pupils receive from trained teaching assistants.
- Disabled pupils and those with special educational needs make excellent progress in line with all pupils in the school. This is because they receive teaching and support matched to their individual needs in all lessons.
- Standards in speaking and listening are very high across the school. Pupils express their knowledge and understanding with confidence, precision and delight.
- Reading is promoted extremely well in the school through a well-used library that has open access before school starts and during morning break, as well as throughout the school day. A trained librarian provides reading activities that help pupils develop a deep-seated love of reading and stories. Pupils read challenging texts and talk about books with enthusiasm. For example, one Year 4 girl talked excitedly about *The Lord of the Rings* and how the book differed from the film version and from the book *The Hobbit*.
- Pupils made outstanding progress during all lessons seen during the inspection. This was because of highly engaging and effective teaching.
- Pupils are able to apply skills and knowledge learnt in any one area of the curriculum to other curriculum subjects well. For example, an outstanding Year 3 art lesson about shadow theatres made very effective use of pupils' previous scientific learning about light and shade.
- Pupils present their work to a consistently high standard. They take care to produce the best work that they can. This is because of the consistently high expectations of their teachers and the school overall.
- Parents and pupils express overwhelmingly positive views about the achievements and progress made by pupils at the school.

The quality of teaching

is outstanding

- The majority of teaching across the school is outstanding and never less than good. This is the main reason for pupils' excellent progress and very high quality of learning.
- Teaching consistently provides pupils with many opportunities to communicate and explain their ideas and to work independently or cooperatively. Teachers engage pupils in rich, substantial and stimulating dialogue that features a very high level of challenge, complemented with support when needed.
- Teachers and teaching assistants consistently use questioning very effectively to develop pupils' thinking and check their understanding. Pupils are listened to very well and their ideas and suggestions are responded to in a way that challenges and stimulates pupils to think more deeply.
- Teachers and teaching assistants enable pupils to develop substantial confidence in their own abilities and capacity to solve problems. As a result, pupils are able to produce high-quality work without any over-dependence on their teachers.
- Teaching is consistently lively, enthusiastic, informative and interactive and makes good use of

pupils' own knowledge and abilities. For example, in an outstanding Year 4 physical education lesson, the teacher used pupils to model safe and efficient ways of hopping, skipping and jumping to very good effect.

- Teachers have very high expectations and set appropriately challenging targets for pupils' future progress. They give pupils very thorough and detailed guidance about how they can improve their work and progress further. In each lesson, teachers make sure that pupils know exactly what they need to do in order to learn well and perform to a high standard. As a result, pupils' work and learning are of very high quality.
- Homework develops pupils' thinking and learning well. It enables pupils to develop their understanding and become more confident about what they have learned in school.
- Pupils expressed extremely high opinions of their teachers and explained how the high levels of challenge they experienced helped them to learn and make progress.
- All parents who left an opinion for the inspector thought that their children were taught well and made good progress as a result.

The behaviour and safety of pupils are outstanding

- Pupils consistently demonstrate a substantial love of learning and talk about learning with great pride, enthusiasm and delight. They have extremely high expectations of their own learning and behaviour.
- Pupils' behaviour in lessons, in the playground, in the library, and when travelling around the school, is exemplary. Pupils are very courteous and considerate of others. This was witnessed during lessons, during morning break, and in a discussion held with a group of pupils.
- Relationships between pupils and adults and pupils and other pupils are excellent. Staff and pupils act with obvious respect for each other at all times.
- Pupils know how to keep themselves safe. They understand different types of bullying (including cyber-bullying), although none is present in the school. Pupils know how to protect themselves whilst using the internet.
- The school operates a highly effective behaviour management system that encourages pupils' excellent attitudes towards learning. House points are used very effectively to reward good thinking and high-quality work. Careful monitoring of behaviour and the promotion of very high behavioural expectations ensure an excellent climate for learning at all times.
- Parents and staff are extremely positive about behaviour and raise no serious concerns. All staff and the vast majority of parents who expressed an opinion thought that behaviour in the school was good and well managed. Several parents offered the inspector testimony about the good behaviour in the school and how their children had thrived while there.
- Pupils feel very safe in the school and feel that bullying and other forms of poor behaviour do not take place in the school. Their opinion is supported by the school's records on behaviour.
- Pupils enjoy school immensely. Attendance is higher than that found in most other schools.

The leadership and management are outstanding

- The headteacher, governors and Schools Trust all share very high aspirations for the school. The school has extremely high expectations of pupils' achievement and the quality of teaching. As a result, the school pursues excellence in everything it does.
- Very effective recruitment and professional development of staff (including a newly qualified teacher) have ensured that high-quality teaching is featured consistently across the school. As a result, all pupils make much faster progress than in most other schools.
- The progress of pupils is tracked accurately, rigorously and regularly. This tracking is used to ensure that all pupils are given provision well matched to their individual needs and that targets

for their future progress are properly challenging.

- The headteacher and governors have an accurate knowledge of the quality of teaching in the school and its impact on pupils' progress and achievement. Performance management includes the principle that decisions about pay awards to staff are explicitly linked to high standards in pupils' results and progress.
 - The school's evaluation of its own strengths and priorities for development is accurate. The school improvement plan focuses on ensuring very high standards of pupils' attainment and progress and the further development of the school's curriculum to meet pupils' needs and reflect national developments.
 - The school is committed to giving all pupils an equal opportunity to succeed. Pupil premium funding is spent where it has most impact. The employment of an additional trained teaching assistant is effective in securing the progress of pupils entitled to such funding.
 - The school provides pupils with a wide range of curriculum subjects and learning opportunities. It has substantially re-designed its curriculum in detail to ensure that it meets the needs of pupils and ensures that they are very well prepared for the next stage of their education. The school's re-designed curriculum is in line with the new draft National Curriculum.
 - The school provides very good opportunities for pupils' spiritual, moral, social and cultural development. For example, a recent residential trip undertaken by Year 3 and Year 4 pupils was used to develop their independence, self-confidence and sense of responsibility as well as a range of collaborative and physical skills.
 - The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
 - The school communicates very well with parents. It makes excellent use of a social media web page to keep parents informed about their children's progress and activities, and to encourage parental involvement in the school.
 - The Schools Trust has been highly influential in the development of the school, notably through preparing and submitting the initial free school bid, appointing a headteacher with very high aspirations and setting the headteacher rigorous performance management targets. The trust supports the school effectively and ably.
 - The headteacher has the overwhelming confidence of the school's governing body, the Schools Trust, parents, carers and staff. All parents and staff who offered an opinion considered the school to be well led. Staff praised the leadership for offering them substantial opportunities for their own professional development.
 - **The governance of the school:**
 - Governors are trained and highly involved in the school. They understand the school's data about pupils' progress and offer the school a considerable level of challenge. Governors are active in monitoring the quality of teaching and impact on pupils' learning and progress. Governors ensure the efficient management of financial resources, including the effective use of pupil premium funding. Their impact on the school's drive for improvement is substantial.
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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	137281
Local authority	Reading
Inspection number	400332

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

Type of school	Academy free school
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Katherine Knight
Headteacher	Susannah Daniel
Date of previous school inspection	Not previously inspected
Telephone number	0118 9021509
Fax number	None
Email address	allsaintsjuniorschoolreading.co.uk

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