

All Saints CEVA Primary School and Nursery

Castle Street, Wellingborough, NN8 1LS

Inspection dates 20–21 November 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 is good. School leaders have improved teaching and as a result pupils are making good progress.
- Pupils achieve well in writing, reading and increasingly in mathematics.
- Children in the Nursery and Reception make good progress.
- The headteacher has led the transformation of many aspects of the school so that it provides a rich and stimulating environment for learning.
- Pupils enjoy coming to school. Their attendance is average.
- Pupils have positive attitudes to learning, and get on well with each other and adults in school.
- Pupils enjoy the high quality resources, stimulating curriculum and the range of extra activities offered.
- Governors have improved their skills since the previous inspection. They are starting to hold the school to account effectively.
- Most subject leaders are new to their roles but have already started to contribute well to improving the school.

It is not yet an outstanding school because

- A small amount of teaching is not yet good and there is not enough outstanding teaching.
- A few pupils in Key Stage 2 have not made good progress in mathematics.
- A few pupils who are eligible for the pupil premium have not made consistently good progress.

Information about this inspection

- Inspectors observed 14 lessons or part lessons, three of which were observed jointly with the headteacher.
- Meetings were held with groups of pupils, a representative of the governing body, a representative of the local authority, and senior and subject leaders.
- Inspectors looked at a wide range of school documents, including the school’s data about pupils’ current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.
- Inspectors took into account 38 responses to the online Parent View questionnaire, as well as the school’s own surveys of parents’ views. Inspectors talked informally to a few parents and carers in the playground as they brought their children to school.
- Inspectors considered the 13 questionnaires returned by staff.

Inspection team

David Bray, Lead inspector

Additional Inspector

Maxine Clewlow

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils are White British but the proportion from minority ethnic groups is above average. The background of the main other groups of pupils are White and Black Caribbean, Indian, Bangladeshi and African.
- The number of pupils who speak English as an additional language is similar to most schools.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or who have a statement of special educational needs.
- The proportion of pupils known to be eligible for Pupil Premium funding is below average. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching further so that more is outstanding by:
 - increasing the pace and challenge of a few lessons, especially in Key Stage 2 mathematics, so that a greater proportion of pupils make better than expected progress
 - ensure that the marking of work in mathematics always gives good information that enables pupils to improve.
- Develop the school's monitoring systems further so that:
 - the monitoring of the progress expected for all pupils eligible for the pupil premium identifies more quickly if they have fallen behind and actions taken to address this are quick enough to ensure they catch up with their peers
 - teachers are always clear about the need for all pupils in their class to make better than expected progress, especially in Key Stage 2 mathematics lessons.

Inspection judgements

The achievement of pupils

is good

- Children who start in Nursery and Reception have skills and knowledge which are at the levels expected for their age. They make good progress during the Early Years Foundation Stage and leave with levels of achievement above those expected nationally. This progress is maintained so that by the end of Year 2 their attainment is above the national average. By the end of Year 6 their attainment is still above average and school data shows that pupils are making increasingly good progress across all year groups.
- School data show that in the past two years, since the previous inspection, progress has accelerated throughout the school. Although it is now good, the full impact of this is not yet visible at the end of Year 6 because of previous years in which pupils only made expected progress.
- A few pupils have not made fast enough progress in mathematics in Key Stage 2 so that the proportion making better than expected progress has not been high enough. This has been a school priority. The progress of pupils has improved and for those currently in the school is now better.
- Pupils eligible for the pupil premium have received additional support through additional small-group activities. As a result, they are making as much progress as other pupils. However, when they leave school they are still on average nearly two terms behind their classmates in both English and in mathematics because some have not caught up with their peers.
- Pupils with English as an additional language make good progress and achieve standards that match or exceed similar pupils nationally. There is little difference between the achievement of boys, girls, or of pupils from different ethnic groups.
- Disabled pupils and those who have special educational needs make progress that is similar to their peers. The extra support they receive meets their individual needs well. More-able pupils are making good progress.
- Progress in reading is good. Pupils' knowledge of phonics (the sounds that letters make) is strong. In the 2013 Year 1 phonics check the proportion reaching the expected standard was higher than the national average. Pupils enjoy reading and become competent readers as they move through the school.
- Pupils have well-developed speaking skills and they can express their ideas confidently. They are good at listening to each other and to adults.
- Pupils write in a wide range of styles across different subjects. The school has successfully made the improvement of writing skills a priority and ensured that writing is always developed within a context that interests and motivates pupils.

The quality of teaching

is good

- Teaching is enabling pupils to make good progress and is making an important contribution to their strong social skills.

- In the Nursery and Reception classes adults engage effectively with children. Lessons are well planned and questions are coupled with a good range of resources. This extends learning effectively.
- Teachers plan carefully and in a consistent way. This enables them to have a clear idea of what they want pupils to learn and achieve.
- Teachers give good support to disabled pupils and those who have special educational needs and to those pupils who speak English as an additional language. Teaching assistants are well informed about pupils' needs and offer appropriate support for these pupils.
- In the best lessons, teachers check the pupils' progress through well planned questions and comments which challenge the pupils to think more carefully. The pace of these lessons is brisk and pupils have enough time to work on their own. As a result, pupils make good progress.
- Teachers know their subjects well, and understand the different needs of their pupils. As a result, the tasks for pupils are usually matched well to their needs.
- Teachers mark pupils' work regularly and make comments on how they can improve their work. This is an area that has improved since the previous inspection. The school is aware that marking feedback in mathematics is not as strong as in English and requires further development.
- In a small number of lessons teachers do not set tasks that provide sufficient challenge for all groups of pupils. In these lessons the pace of learning is not quick enough and expectations for the progress that pupils can make are not consistently high enough. This has meant that the proportion of pupils making better than expected progress in mathematics at Key Stage 2 has not been high enough. This is an area that has improved and current pupils in school are now making better progress.
- Teachers are not always sufficiently aware of when pupils eligible for the pupil premium have fallen behind. As a result these pupils make similar progress to other pupils but are not always catching up with their peers.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning and take pride in their work. All groups of pupils get on well with each other. Relationships with adults are positive and reflect how the school's strong values work effectively. Pupils' positive attitudes and their good behaviour make a positive impact on their learning. They are motivated by the high quality resources, the well developed curriculum and features such as the 'University of All Saints', which allows them to explore their interests in greater depth.
- In the Nursery and Reception, children work and play well together. They have good manners, move around responsibly, and take care of their own, and each other's, safety.
- Pupils understand that bullying can take various forms, including name-calling and internet bullying. They say that bullying is rare, and that if it did happen it would be dealt with quickly. A small number of parents who completed Parent View feel that bullying is not dealt with effectively. The school's incident logs, conversations with staff, parents and pupils provide no evidence to support this view.

- Attendance is average. Effective systems are in place to promote attendance and punctuality and as a result attendance has improved following a dip in the last academic year.
- The school has effective systems to manage and promote positive behaviour. These are set within a strong set of values which are consistently applied and result in a harmonious community.
- The majority of parents who responded to Parent View agreed that their child was safe in school and that pupils are well behaved. A few did not. Inspectors could find no evidence to support this view. Staff and pupils feel that behaviour and safety are good.
- Although the playground space is small its use is planned well. Pupils play well together in a responsible way and behave sensibly when moving around the school.
- The school promotes a strong sense of community and responsibility. As a result pupils are proud of their school. They understand and subscribe to its values and look forward to the opportunity to take on positions of responsibility, such as 'Head Boy' and 'Head Girl', or being part of the school council.

The leadership and management are good

- The school's leaders have been successful in improving achievement. Performance in test results has improved steadily and the school has identified rigorously areas where improvement is required. Almost all areas have been addressed successfully. There is a strong drive for further improvement.
- The Early Years Foundation Stage is well led and managed. The school has developed strong provision and children enjoy their first experience of education where they make good progress.
- The interior of the school has been transformed and the traditional Victorian school has been developed into a rich and stimulating learning environment. High quality displays, interesting resources and the great care given to the quality of presentation have resulted in an excellent centre for learning.
- The school evaluates most aspects of its performance accurately and has demonstrated the capacity to make further improvements. Despite this a few areas of the school's self evaluation are over-optimistic.
- Leaders regularly check on the quality of teaching. Their evaluations are generally accurate and have led to improvements, although not enough teaching is outstanding.
- Pupils' progress is regularly reviewed to ensure that extra support is provided for those who need it. The monitoring of the progress of pupils eligible for the pupil premium has not always ensured that they are making rapid enough progress when they have fallen behind.
- Targets for teachers to improve their work have clear links to pay and the impact of teaching on pupils' learning and achievement. Staff training is linked effectively to the school's priorities for improvement.
- Most subject leaders are relatively new in their roles. They are being trained effectively and are already starting to have a strong impact.

- Pupils benefit from a wide range of learning experiences. They find the rich and varied curriculum exciting and stimulating. The quality of art displayed around the school and produced by pupils is of high quality and the school has recently gained Artsmark status. The ethos of the school is very strong and promotes pupils' spiritual, moral, social and cultural development very well.
- There is a good range of activities available to pupils outside lessons. These include input from visitors, opportunities to try a range of sports, musical activities and educational visits.
- The school uses additional sports funding to offer pupils a wider range of sporting experiences, and to equip teachers with better skills to deliver effective sports lessons. Very good take up of these opportunities has resulted in increased participation in sporting activities.
- Leaders ensure there is no discrimination. All pupils, regardless of background or need, have access to everything the school offers. Leaders work hard to ensure equal opportunities for all pupils. There is still more to do to ensure that all make as much progress as they can.
- Most parents say that they are happy with the progress their children make, and are satisfied with the information they receive about their children's performance at school. A few who completed Parent View were not.
- The local authority regards the school as requiring 'light touch' monitoring and support and has had little involvement in its improvement.
- **The governance of the school:**
 - Governors have carried out an audit of their skills and ensured they have recruited experienced and committed new members where required. They attend relevant training to ensure they understand their role. Governors have developed their understanding and use of data about pupils' achievement and are now able to ask appropriate and challenging questions about school performance. This ensures they understand how pupil outcomes compare to those of other schools. They have ensured that primary school sport funding is used to increase pupils' access to sport and that the pupil premium funding is used to support the pupils for whom it is intended. They ask questions about the impact of the pupil premium but do not always have sufficiently detailed information to understand this clearly enough. The governing body is developing arrangements to ensure that pay is linked to teachers' performance.

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	121998
Local authority	Northamptonshire
Inspection number	425019

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Jan Baines
Headteacher	Darren Smith
Date of previous school inspection	13 September 2011
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