

All Saints Church of England Voluntary Aided Primary School, Winfarthing

Mill Road, Winfarthing, Diss, IP22 2DZ

Inspection dates 27–28 November 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their different starting points. They often reach levels above those expected in reading.
- Recent improvements made to the teaching of mathematics are beginning to have a very positive impact on pupils' learning.
- The progress made in other subjects and by children in the Reception class is also good. Pupils are well prepared for the next stage in their education.
- Teaching is good because teachers have a good understanding of individual pupils' needs and they are supported by high quality teaching assistants. Teachers' questioning ensures pupils are fully involved in lessons.
- Pupils feel safe in school. They behave well and have very positive attitudes to learning and good relationships with adults. They show a real pride in their work.
- The innovative marking of pupils' work, and the feedback provided for them, are very effective in helping them understand how they can improve.
- The headteacher provides strong and effective leadership. This has had a very positive impact on the creation of the federation and the building of successful links between the schools.
- The headteacher, other leaders, and governors have together helped to bring about improved teaching and better achievement for pupils.

It is not yet an outstanding school because

- Progress in mathematics has not been as strong as that in reading and writing although it has greatly improved recently.
- Pupils do not use their mathematical skills sufficiently in other subjects.
- The presentation and neatness of pupils' work is not always of high enough quality.
- Teachers do not provide sufficient activities to support pupils' independent learning or more advanced thinking skills.
- In a small number of lessons the most able pupils are not provided with sufficiently challenging activities.

Information about this inspection

- The inspector observed nine lessons or parts of lessons in the school. A number of these were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- The inspector analysed the 28 responses from parents and carers to the online survey Parent View.
- The inspector looked at key documents, including performance data produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- All Saints CE VA Primary School is much smaller than the average-sized primary school.
- The school is in a recently formed federation with another local small school, and a partnership with a third school. The federation has the same governing body and the headteacher is executive headteacher of all three schools.
- The large majority of pupils are White British. There are very few pupils from minority ethnic backgrounds and none who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average overall and very high in some year groups.
- A below average proportion of pupils are supported by the pupil premium, which in this school provides additional funding for pupils who are known to be eligible for free school meals or who are in local authority care.
- The school meets government floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the rate of progress made in mathematics by:
 - extending and consolidating the recent introduction of small group and adult-guided sessions
 - embedding recent improvements to the leadership and teaching of mathematics
 - giving pupils more opportunities to use their mathematical skills in other subjects.
- Make more of the teaching outstanding by ensuring that teachers
 - provide activities which are sufficiently challenging for all pupils, particularly the most-able
 - have high expectations of the neatness and presentation of pupils' work
 - provide pupils with more opportunities to use enquiry skills and become independent learners.

Inspection judgements

The achievement of pupils is good

- Children typically start in the Reception class with knowledge and understanding broadly in line with the expected levels for their age. Even so, and given the small numbers in each year group, there is a wide range of ability. The school works hard to address the needs of each individual. Because of this, they make good progress during the year especially in developing their self-confidence and self-awareness, reading and speaking skills. Levels at the end of Reception are often above those found nationally.
- The school's results in the latest Year 1 reading check were above average. Pupils who failed to reach the expected levels are well catered for in small group and one to one teaching in the following year. The school has continued to improve the teaching of phonics (the sounds that letters make) and as a result pupils, including those with significant emotional and learning needs, are developing an enjoyment of reading and a love of books.
- Standards at the end of Year 2 in reading, writing and mathematics are above average and rising. The current group are continuing that picture of improvement. This represents consistently good progress due to good teaching through Years 1 and 2.
- Standards at the end of Year 6 have been more variable in recent years. This has been largely due to differences in the make-up of year groups and of variations in teaching quality. Standards in mathematics have been weaker than reading and writing for the last two years. This is partly because fewer pupils reach the higher levels. They do not have enough opportunities to use their skills in other subjects. However, the progress made by the current Year 6 in calculation skills is outstanding and also above that expected in reading and writing. The current Year 5 pupils are also at a level higher than that expected in all three subjects.
- The work in pupils' books shows good progress in the development of writing skills. This is evident in Years 3 and 4, for example, where some very imaginative writing at length about life in Rome shows a growing maturity in the use of empathy and emotive vocabulary.
- Good examples of the use of speaking and listening skills to help deepen pupils' vocabulary were evident in many lessons. The use of role play in Years 3 and 4, for example, helped improve pupils questioning and inference skills to a high level.
- The number of pupils known to be eligible for the pupil premium is too small to comment on their attainment. However, the evidence shows that they make progress that is at least in line with, and sometimes better than, that of their classmates.
- Disabled pupils and those with special educational needs make good progress because they are very well supported and their individual needs are well met. There are no consistent differences in the achievement of different groups, including the very small number from a minority ethnic background.

The quality of teaching is good

- The good quality of teaching has a positive impact on pupils' learning. Teachers have a strong team ethos and support each other's work well. This is now being extended across the federation and teachers have more opportunities to work with those in the other schools to

share and spread good practice.

- The good quality teaching assistants are a major strength of the provision. Teachers usually deploy them very effectively to support pupils' learning. This is particularly evident in the guided mathematics sessions which enable small group teaching to focus on misconceptions and gaps in pupils' learning. Relationships between adults, including teaching assistants, and pupils are very strong and this supports learning as well as having a very positive impact on behaviour.
- Teachers have created a purposeful and positive climate for learning in their classrooms. Pupils talk about how they enjoy lessons and how the teachers help them learn new things. The best lessons proceed at a good pace and keep pupils interest well. Teachers often ask good, open questions as a result of this being a recent focus for their professional development. These require pupils to think before answering.
- Teachers often plan activities that are supported by a stimulating range of resources to ensure that pupils are interested and enjoy their work. At times however, the activities lack challenge especially for the most able pupils. In mathematics, for example, teachers do not always provide sufficient opportunity for pupils to use their basic number skills in practical situations or in other subjects. Pupils do not always have enough time to plan their own learning and to work more independently. Good homework systems do provide more of these opportunities.
- Recent innovative changes to the system for marking, using colours and symbols, and the way teachers provide feedback to pupils on their work, have had a positive impact. The way pupils respond to this advice is evident in their books. The feedback helps pupils know what they have done well and what they need to improve without giving them easy answers. Targets are clearly set out in the books and this helps pupils know what is expected of them. However, teachers do not always insist on a high enough quality of neatness and presentation of work.
- In the Reception class, children's good progress in learning basic skills is supported through well-chosen resources and a good balance of teacher-led sessions and opportunities for children to choose learning activities for themselves. In one session children were taught to add one more and then provided with activities such as marble runs through which they could practice and consolidate their new skills.

The behaviour and safety of pupils are good

- All staff establish strong and positive relationships with children when they start in Reception and this supports children's attitudes to school and learning from the beginning. The current group has settled quickly and happily into the expected routines. Parents and carers talk very positively about how well their children settle into school life.
- Pupils have positive attitudes to learning in lessons throughout the school. In Years 1 and 2, for example, pupils joined in enthusiastically in an active phonics lesson when they had to sort words with different pronunciations of the same sound on cards and the most able had to find appropriate definitions. This was a very good illustration of how well pupils do respond when given sufficiently challenging activities.
- Pupils' behaviour around the school is good. Parents and carers are positive about behaviour and most agree the school manages behaviour well. Occasional falling out on the playground is well dealt with and pupils are friendly, polite and considerate to others, including visitors. Disruption to lessons is uncommon. Pupils respond very strongly to responsibility. In one good example,

older pupils act as 'digital leaders' and use their expertise and knowledge to help other pupils and teachers of younger pupils.

- Pupils say that bullying rarely occurs in the school. They are confident that if there was any it would be dealt with well by staff. They have a good awareness of how new technology can be used for bullying purposes, and how to avoid it.
- Attendance is average when compared with similar schools. There are very few persistent absentees. The school works hard to encourage full attendance and works with outside agencies to support and challenge families when appropriate.
- Behaviour and safety are not outstanding because pupils talk about a small number of low level incidents, and a few support staff and parents and carers have reservations about how well the few incidents that do occur are dealt with. In addition, the pupils do not always have sufficient independence and the chance take responsibility for their learning. However, they talk positively about the opportunities they have to evaluate each other's work and they find this helpful and supportive.

The leadership and management are good

- The headteacher leads the school very effectively. This has been a major strength during the move from a partnership to a formal federation. She has been helped by the leadership of senior staff in the schools and the willingness of staff to work together with others to help raise standards in all of the schools. Her expertise as a leader is recognised by the local authority and she works on improvements issues with other schools and senior staff.
- The school has improved since the last inspection. The new framework for the Early Years Foundation Stage has been introduced effectively. Variations in the quality of teaching have been addressed and the inspection evidence alongside the school's own monitoring shows that it is consistently at least good with outstanding aspects. Detailed development planning and rigorous self-evaluation provide the school with a clear set of targets and aims for the future.
- Responsibilities are divided appropriately, given the size of the school. The work of subject leaders and others with leadership responsibilities, such as for disabled pupils and those who have special educational needs, are helped to develop well. This is especially evident for mathematics where the leader has opportunities to lead the subject across three schools. This shows that the school has a strong capacity to continue improving.
- The headteacher and subject leaders monitor teaching and learning by observing lessons and checking pupils' work and teachers' planning. In addition, pupils' progress and attainment are carefully tracked so that the performance of individuals and groups can be analysed. Regular meetings between headteacher and teachers regarding pupils' progress are held so that any underachievement can be quickly identified and tackled. Because of this, the school is effective in its work to ensure equality and a lack of discrimination.
- Teachers' performance is checked carefully to identify their strengths and weaknesses. The challenging targets set for teachers are based appropriately on improving pupils' progress, the priorities in the school improvement plan, and individual professional development. The success of this work is evident in the improved provision in mathematics.
- The local authority provides appropriately light-touch support for this good school. A regular

review of the school's published data is held to check that progress remains at least good. Training for staff and the governing body is provided as requested. Links with parents and carers are strong and their views about the school are very positive.

- The funding available through the pupil premium is used effectively to help eligible pupils to take a full part in school life, and receive, where appropriate, specific resources and adult time. The progress made by these pupils is monitored by the headteacher and governors, and any remaining gaps in attainment are narrowing. The school has good plans in place for the money it receives to fund more sporting activities. The current building of a sports hall on the school site will be of major benefit to pupils' physical education as well as an important resource for the local community.
- The curriculum provides a good range of activities and promotes good spiritual, moral, social and cultural development. Good use of outside expertise, as well as visits locally and further afield, enhances and enriches the curriculum.
- **The governance of the school:**
 - The governing body have worked hard to help make the creation of the federation a success. They have created an efficient committee structure to support their work. Governors have a good knowledge and understanding of the school's strengths and weaknesses. They have access to a lot of data, and they understand how to use this to challenge the school. Governors visit the school regularly and report to the others on their findings. For example, a recent visit focused on provision for some drama teaching leading to a full performance. Governors have an appropriate understanding of the school's management of teachers' and how ties have been used to improve teaching. Decisions about teachers' pay are closely linked to performance and responsibilities, so the school's systems for this meet requirements. Governors track finances well and support the school in deciding how to spend the money to support pupils eligible for the pupil premium. The governing body ensures that arrangements for pupils' safeguarding meet the current 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

Unique reference number	121128
Local authority	Norfolk
Inspection number	425420

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	72
Appropriate authority	The governing body
Chair	Richard McGarr
Headteacher	Louise Norgate
Date of previous school inspection	4 October 2010
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