

All Saints Church of England Primary School

St Catherine's Road, Winchester, Hampshire, SO23 0PS

Inspection dates 7–8 January 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their different starting points and attainment is rising. It is above average in reading and mathematics and average in writing.
- Pupils are consistently well taught in Years 1 to 6. Teaching in Reception is outstanding and children make exceptionally strong progress as a result.
- The school benefits considerably from the highly effective leadership of its headteacher and the very good support provided by other senior leaders who help drive up teaching standards.
- Leaders and governors have effectively improved the quality of teaching and pupils' progress since the last inspection, despite the many staff changes. With more settled staffing now in place, the school is extremely well placed to improve further.
- Governors are knowledgeable and supportive, fulfilling their duties well including in important areas, for example related to monitoring the impact of pupil premium funding and performance management.
- Checking of the school's work is comprehensive, regular and rigorous, ensuring that improvement planning is very well focused on eradicating remaining weaknesses.
- All Saints rightly deserves its role as a national leader in the use of pupil premium funding. Most pupils who receive it attain as well as their peers, as do disabled pupils and those with special educational needs and pupils who speak English as an additional language.
- Pupils' behaviour and awareness of their own and others' safety are outstanding. Pupils are very well cared for and the school is a very happy and harmonious place to be. The promotion of their spiritual, moral, social and cultural development is outstanding.

It is not yet an outstanding school because

- Achievement in writing is not as good as in reading and mathematics.
- Teaching is not yet outstanding.

Information about this inspection

- The inspector observed 10 lessons or parts of lessons, of which eight were joint observations with senior leaders. In addition, the inspector made a number of other short visits to extra-curricular activities, heard some pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body, staff including senior and middle managers, and a representative of the local authority.
- The inspector took account of the 49 responses to the online questionnaire (Parent View) and also spoke to a small number of parents and carers bringing their children to school.
- Responses from the 11 staff questionnaires were analysed.
- The inspector observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Full report

Information about this school

- All Saints is a smaller-than-average-sized primary school in which some pupils are taught in mixed-age classes. From September 2014 it will increase in size to become a one form entry school.
- The proportion of pupils with special educational needs supported by school action is above the national average. The proportion supported by school action plus or a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic backgrounds including those who speak English as an additional language is broadly average.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals is above average.
- The proportion of pupils who join or leave the school between Reception and Year 6 is above the national average.
- There have been a considerable number of staff changes and unavoidable absences during the past few years.
- The school provides an 'Early Birds Club' for pupils before school and a wide range of after-school clubs.
- The headteacher provides support for a number of other schools within the local authority. All Saints is a National Leader for Education for its use of pupil premium funding to support pupils' achievement.
- The school meets the government floor standards in English and mathematics (these are the minimum standards for pupils' attainment and progress required by the government).

What does the school need to do to improve further?

- Raise achievement in writing so that it is as good as in reading and mathematics by providing:
 - more activities for pupils to write for specific purposes including in a range of different subjects
 - regular opportunities for pupils to take enough time when completing an extended piece of writing in order to fully utilise their planning and editing skills
 - timely high quality feedback so pupils better know how to improve their writing.

Inspection judgements

The achievement of pupils is good

- The higher than average proportion of pupils joining or leaving the school at different times makes progress within year groups difficult to judge. However, inspection evidence clearly demonstrates that pupils make at least good progress as they move from year to year.
- On entry, Reception children's skills are mainly below those expected, especially in personal development and language skills. Very effective activities help children to make excellent progress and develop a real thirst for learning. Their achievement is outstanding, with most reaching the levels expected for their age in all areas of learning by the time they move into Year 1.
- Pupils' progress in reading and mathematics is rapid in all years because pupils are well taught. The proportion of pupils making or exceeding expected progress is more positive than seen nationally. Their achievement over time is exceptionally strong and the majority of pupils exceed the levels expected by Year 6. In writing, the proportion making expected progress has risen well and is average, although fewer pupils exceed the levels expected than in reading and mathematics.
- The teaching of phonics (the sounds letters make in words) is very effectively directed to the level at which pupils are working, encouraging them to do well, with next steps work helping them aim high. The school's results have exceeded national expectations in the Year 1 phonics screening check for the last two years.
- Staff encourage pupils' love of reading, with Year 2 pupils enthusiastically talking about the plot and characters in the books they read. Attainment in reading is average by the end of Year 2. By Year 6, pupils are mature readers, virtually all reading a wide range of children's novels with great enjoyment and understanding.
- Progress in writing has been less rapid in the past and attainment lower than in reading. A very strong focus this year has seen good improvement, especially in handwriting and punctuation. Spelling is improving, but occasionally some pupils still spell complex words phonetically rather than accurately.
- The many strategies in place to improve pupils' vocabulary enhance the quality of what pupils write. Year 2 pupils are making appropriate word choices, for example when describing the setting for their stories, but still tend to use simple sentences and phrases.
- By Year 6, pupils write creatively and in a range of different formats, using language effectively, such as metaphors or personification in their poetry. However, in some classes opportunities are missed for pupils to improve their writing skills in other subjects such as science. There are some opportunities for extended writing to enhance planning and editing skills, but these are fairly limited.
- Strong emphasis on place value and calculation skills ensures Year 2 pupils apply these well when working with measures or data. By Year 6, pupils are very confident mathematicians, working effectively with a range of graphs and data and designing and solving mathematical problems.
- A very strong commitment to equality of opportunity helps pupils at risk of underachieving to do exceptionally well. The achievement of disabled pupils and those with special educational needs, pupils who speak English as an additional language and those in receipt of pupil premium funding is excellent. By the time they leave there is virtually no gap between their attainment and that of their peers.
- The most able pupils achieve particularly well in reading and mathematics because the tasks provided are highly challenging. In writing their achievement is now improving; although, in the past, far fewer exceeded the levels expected for their age than in other subjects.

The quality of teaching is good

- Recently, more settled staffing has helped the school to ensure that teaching is securely good in English and mathematics, and, where teachers have been in the school for some time, increasingly outstanding. This is the main reason why pupils make rapid progress in their learning.
- In Reception, the highly skilled teacher and learning support assistant provide an excellent climate for learning. Activities are always very motivational and great fun, being based exceptionally well on children's own ideas and interests. During the inspection, children's investigation of which materials would help Humpty Dumpty to fall off the wall without breaking generated considerable excitement and excellent learning across a wide range of areas.
- In other year groups, staff changes have meant that senior leaders have continually had to induct new staff into teaching the 'All Saints way'. Their considerable success is evident in the fact that the teaching observed across the school during the inspection was at least good and that, without exception, the management of pupils' behaviour was outstanding. This picture is reflected in monitoring, which demonstrates it is the norm.
- Based on effective curriculum advice, planning is uniformly good and underpins well organised lessons.
- Activities well matched to the levels at which individual pupils are working help them to achieve well. Staff monitor pupils' progress accurately, most intervening effectively to correct errors or misconceptions. However, not all are so vigilant at pulling together those groups who are learning quickly and discussing how they could do even better.
- Whilst the teaching of reading and mathematics is especially strong, in the past it has been less good in writing. Over the past year good opportunities for professional development and coaching of less confident staff have helped improve teaching in this subject well. However, too often staff miss opportunities for enhancing pupils' writing skills across the range of subject pupils study.
- The quality of focused marking, feedback to pupils and use of their personal targets is having a very effective impact on improving writing in literacy lessons, although marking is less effective at helping pupils understand how to improve their writing in some other subjects.
- Excellent use is made of pupil premium funding to provide a range of very well targeted activities and resources and high quality training for learning support assistants. This is backed up by ensuring the special activities are exceptionally well linked to learning going on in the classroom. Recognising the benefits of this, the school uses the same approach for disabled pupils and those with special educational needs and pupils who speak English as an additional language. As a result, all these groups learn exceptionally well.

The behaviour and safety of pupils are outstanding

- The outstanding way in which the school promotes behaviour and safety is the major reason why pupils feel well cared for, are keen and willing to learn, and listen very attentively and politely to adults during lessons. They want to please their teachers and strive to do their very best. Attendance levels are above average.
- From the time children enter Reception, their spiritual, moral, social and cultural development is promoted exceptionally well and relationships throughout the school are excellent.
- Pupils' behaviour is outstanding at all times. This is most notable in the way pupils quietly enter the hall for assembly, and sit quietly reflecting on what they have heard when asked to do so. At playtimes, pupils play extremely harmoniously together, often in mixed-age and gender groups.
- Pupils are extremely keen to take on roles of responsibility, including in the smooth running of the school, for example as very competent school office assistants. They are so proud of their school and chat confidently to visitors about their work.
- Pupils' considerable respect for others helps meet the school's very strong commitment to preventing discrimination. Consequently, pupils from different ethnic backgrounds quickly settle

in and enjoy school. Pupils are exceptionally well prepared for life in a culturally diverse society.

- The school's work to keep pupils safe and secure is excellent. Pupils' full confidence in staff is enhanced by the yearly surveys of pupils regarding safety. Bullying is very rare and pupils are well aware of how to deal with different types if met elsewhere.
- The level of care in the popular and exceptionally well run before and after school clubs is excellent, as is pupils' behaviour when the pupils attend. The allocation of some places for those in receipt of pupil premium funding, together with the extra level of social and emotional care provided for those of this group who need it, is a significant reason why they achieve so well.

The leadership and management are good

- Underpinning the school's success are the exceptional skills of the headteacher and her relentless drive in seeking ways to improve the school still further during a period of significant change. This has led to the creation of a highly effective senior leadership team who provides very good support, and promotes a positive ethos in which teachers can flourish and give strong commitment to the work of the school. These are key reasons for ensuring pupils' good progress in reading and mathematics and the rapidly improving picture in writing.
- Inevitably, the many staff changes have limited the contribution to school improvement by some subject leaders, who are still developing their roles, but in this aspect they are very effectively supported by senior staff and are enhancing their expertise quickly and well.
- Leadership of the provision for pupils who are vulnerable to underachievement is exceptional and is the key to the outstanding success in raising these pupils' attainment so effectively.
- Systems for monitoring the school's work are very thorough. For example, monitoring of a lesson not only involves observing teaching but a thorough analysis of planning, pupils' work and the teachers' own evaluation. Strengths such as these ensure that the support and development of teaching are especially good, the impact only limited by the high staff turnover which often means the school has had to start developing staff from the beginning.
- Improvement planning, involving the whole school community, with pupils' own ideas readily incorporated, is very effectively targeted at remaining weaknesses. All staff and governors contribute well to monitoring the impact of strategies on pupils' progress.
- The curriculum is well designed to build on pupils' skills and interests, with activities to raise achievement in writing currently helping to improve this well. The programmes for pupils' personal, social and health education, for pupils in danger of underachieving and for Reception age children's learning are excellent, as are those for extra-curricular activities including for sport. This helps ensure that good use is being made of government sports funding.
- The school's very strong commitment to the safeguarding of pupils ensures it fully meets requirements, including for child protection. The arrangements for staff recruitment are very rigorous, as are systems for checking and supporting pupils' safety.
- Parents and carers are highly appreciative of the school, as are pupils themselves. Staff welcome parental involvement in their children's education, for example in the weekly visits parents make to spend time in the Reception class.
- The local authority provides light touch for this good school. However, staff and governors make the best use of the local authority's effective training and resources for aspects such as analysing assessment data and the monitoring of teaching. The local authority is very keen to capitalise on the headteacher's skills to support other schools where necessary.
- **The governance of the school:**
 - Governors support and challenge the school effectively, being well informed from a range of sources. Their commitment to training, for example covering the analysis of national assessment data, has led to governors having very good expertise in being able to judge the quality of teaching and its impact on pupils' achievement. This helps ensure that governors have effective information to support performance management, including when agreeing salary increases for staff. Governors' current focus is on enhancing their skills in first hand monitoring in order to widen the information available to them. Their exceptionally strong

commitment to important areas of the school's work, such as safeguarding and the allocation of pupil premium funding, has led to significant strengths being seen in these aspects. Sport funding is allocated well to increasing both pupils' skills and staff expertise. Although it is too soon to see the full effect of this, it is already having a positive impact on teaching and learning. Very effective links with All Saints Church play a major role in supporting pupils' excellent spiritual, moral, social and cultural development.

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	116326
Local authority	Hampshire
Inspection number	431402

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Ann Craig
Headteacher	Nicky Osborne
Date of previous school inspection	4–5 March 2009
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