

All Saints Featherstone CofE (VA) Junior Infant and Nursery School

North Close, Featherstone, Pontefract, West Yorkshire, WF7 6BQ

Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Pupils' achievement requires improvement because standards at the end of Year 6 last year were lower than they should have been, given pupils' starting points on entry to Key Stage 2.
- Currently, standards in writing are lower than in mathematics and reading. This is because pupils have too few opportunities to write longer pieces of work or to write in other areas of the curriculum.
- Children in the Early Years Foundation Stage do not always make sufficient progress, particularly in developing early mathematical and writing skills. This is because activities set, particularly in the outside area, are insufficiently exciting to engage their interest.
- Teaching requires improvement because it is not yet consistently good. The marking of pupils' work in Key Stage 1 does not give enough guidance on how to improve and the presentation of pupils' work is not sufficiently good in some classes in Key Stage 2.
- Pupils' behaviour requires improvement because in some lessons, where work set is not sufficiently interesting or engaging, pupils' behaviour dips.
- The leadership and management in the Early Years Foundation Stage require improvement because the monitoring of the quality of teaching is not yet sufficiently robust and the assessment of children's work is not carried out consistently well.

The school has the following strengths

- Standards in mathematics have recently risen across the school because of an improvement in the quality of teaching in this subject.
- Pupils enjoy coming to school and feel safe and secure.
- The headteacher and governing body are beginning to move the school forward as evidenced by the improvement in pupils' achievement at the end of Key Stage 1 last year.

Information about this inspection

- The inspection team observed 20 lessons or parts of lessons taught by ten teachers and support staff. Joint lesson observations were undertaken with the headteacher and deputy headteacher.
- The inspection team listened to pupils from Years 2 and 6 read and examined the quality of work in the books of pupils from across the school.
- Meetings were held with pupils, senior leaders, members of the school staff and two members of the governing body. Inspectors also met a representative from the local authority.
- The inspectors took into account of the views of 27 parents through the online questionnaire (Parent View). Twelve members of staff also made their views known to the inspectors, through the staff questionnaire.
- The inspection team considered health and safety documentation, teachers' curriculum planning, documents relating to the procedures to check the performance of staff and the school's systems for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- The school is a slightly smaller than the average-sized junior, infant and nursery school.
- The vast majority of pupils who attend are of White British heritage. There is a below-average proportion of pupils from minority ethnic heritages. Very few pupils speak English as an additional language.
- A higher-than-average proportion of pupils is eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families.
- The proportion of pupils supported through school action is just above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is just below average.
- In 2013, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - improving the consistency of marking in Key Stages 1 and 2 so that it gives pupils a clearer understanding of what they need to do to improve both the content and presentation of their work
 - dealing more effectively with low-level misbehaviour in order to ensure that learning continues uninterrupted.
- Accelerate pupils' achievement in writing across the school by:
 - ensuring that pupils are given more opportunities to write extended, independent pieces of work in different areas of the curriculum.
- Improve the quality of provision and the leadership and management of the Early Years Foundation Stage by:
 - ensuring that planned activities offer a sufficiently wide selection of opportunities for children to learn through exploration and play in order to practise and develop their writing and mathematical skills
 - improving the monitoring of the quality of teaching and the systems in place to assess children's learning.

Inspection judgements

The achievement of pupils

requires improvement

- Children generally join the Early Years Foundation Stage with skills in reading writing and numeracy which are below those typically expected for their age. While they settle quickly into the routines in Nursery and Reception, their progress is not yet good, particularly in developing early writing and numeracy skills. This is because too few of the activities offered allow children the opportunities to practise these skills and too often activities are insufficiently exciting to engage children and encourage them to learn by themselves through their own exploration. As a result, children develop these skills more slowly than they should.
- In 2013, attainment by the end of Key Stage 1 was broadly average, although the most able pupils made less progress than others in writing and mathematics. Inspection evidence shows that pupils in the current Year 2 class are now making better progress in their studies.
- However, achievement requires improvement overall, because standards reached by pupils at the end of Year 6 in 2013 were below average and demonstrated that pupils did not make enough progress from their starting points on entry to Year 3.. Pupils in Key Stage 2 are now making better progress, particularly in reading and mathematics, but their progress in writing is not yet consistently good.
- This is because pupils do not always have the skills and confidence to write successfully at length and they do not have sufficient opportunities reinforce their writing skills across the curriculum.
- The most able pupils in Year 6 are currently making better progress in mathematics and English and a small group is currently receiving extra support and tuition, with the expectation that they will reach Levels 5 and 6 in this year's national tests.
- Pupils enjoy reading. 'It takes me into a different world,' commented a Year 6 pupil. Another added, 'Discovering new authors who write especially for boys has made me enjoy reading almost as much as football!'
- The progress of pupils who are known to be eligible for free school meals requires improvement to bring it into line with that of other groups. Last year attainment for this group was behind those nationally and peers in school by approximately one term. The school's current data show that gaps are beginning to close, but only slowly. A more effective system to support these pupils has recently been put in place, which now provides extra support to boost pupils' achievement through one-to-one and small-group sessions.
- The progress of the most able pupils varies between classes and, although overall many make the progress expected of them, they do not always make more than this when activities lack enough challenge or, in writing for example, when there are insufficient opportunities for them to apply their skills in other subjects of the curriculum.
- As a result of sound support for the extra needs of disabled pupils and those with special educational needs, these pupils make the same progress as others in English and mathematics.

The quality of teaching

requires improvement

- While some good teaching is evident, pupils' progress overtime is not consistently good and as a result, teaching requires improvement.
- The school has recently developed an effective marking system which gives pupils clear guidance on how to improve their work by using the comments of peers as well as staff. However, teachers, particularly in Key Stage 1, do not always apply this system as rigorously as they could and it is not always clear to pupils how they can improve their work.
- The standard of presentation in pupils' books in Key Stage 2 is not always as good as it should be in a small number of classes. This is because guidance laid out in the marking policy is not adhered to and because teachers sometimes accept lower standards of presentation from pupils.

- Overall, work in pupils' books has shown recent improvement, particularly in mathematics. More work now demonstrates clear progress towards identified targets understood by pupils. Pupils say that understanding their targets has accelerated the pace at which they work. As one pupil said, 'I work much harder and faster now because I want to get to the next level.'
- Parents feel that staff in the Early Years Foundation Stage provide their children with a good start to their school lives. However, activities planned for children in the Nursery and Reception do not always allow children to learn sufficiently through exploration and play and there are too few opportunities for them to practise their writing and mathematics skills, particularly in the outside area.
- Pupils make good progress, enjoy learning and engage well when activities in class are well prepared, for example, when they explore the patterns in the frequency of prime numbers in Year 6 to work out complicated sequences. However, pupils are not always fully engaged in their learning and this means that behaviour dips. Sometimes this low-level disruption goes unchecked and progress slows as a result.
- Effective working partnerships between support staff and teachers are evident in the majority of classrooms. Extra sessions planned for less able pupils, disabled pupils and those with special educational needs are clearly focussed and the impact of these sessions has contributed to the recent improvement in pupils' progress, particularly in reading and mathematics.

The behaviour and safety of pupils

requires improvement

- Pupils often demonstrate good attitudes to learning. Their good behaviour outside school is often complimented upon and they consistently demonstrate caring and friendly attitudes to each other, staff and visitors, both inside and outside the classroom.
- However, while the majority of pupils are keen and eager to learn and show positive attitudes to their work, sometimes, when teaching does not capture pupils' full attention, behaviour dips and in the words of one pupil, 'Some of us make the wrong choices'. This demonstrates that the behaviour of pupils requires improvement.
- The vast majority of parents who completed the online questionnaire, (Parent View), hold the view that behaviour in school is good and that their children are safe and happy.
- School logs show that more serious incidents of difficult behaviour are relatively infrequent and that the behaviour policy is applied, albeit inconsistently on occasions, across the school. Records also show that only one pupil has been excluded in the last three years, which is further evidence of how ordered and happy the school community currently is.
- Attendance is currently average and has steadily improved over the last three years. This continued improvement is due in part to the headteacher's strong stance on reducing the number of holidays taken in term time as well as the effective work with families undertaken by the learning mentor.
- The school's work to ensure that its pupils are safe and secure is good. School staff work hard and diligently to keep pupils safe. Pupils spoken to were very clear about the different forms bullying can take. They feel incidents happen infrequently, but also know where to turn, should an incident happen inside or outside school.

The leadership and management

requires improvement

- Leadership and management of the school require improvement overall, because the quality of teaching and pupils' achievement are not yet good. However, senior leaders, led by the headteacher and supported by the local authority, have begun to bring about changes which have seen standards rise as the quality of teaching improves.
- The leadership and management of the Early Years Foundation Stage require improvement because the quality of teaching is not monitored sufficiently well and systems to measure children's progress are not always used consistently.

- The role of middle leaders is now more clearly defined. Subject leaders' support for other staff, for example in mathematics, has contributed to the recent improvement in the quality of teaching and pupils' achievement.
- The headteacher ensures that performance targets set for staff link directly to pupils' achievement and targets in the school's development plan. Checks on the performance of staff are undertaken and information gathered is used by the headteacher to make decisions on teachers' pay.
- Links between subjects in the school's curriculum are clear. Plans are in place to meet the expectations of national changes. Experiences outside the classroom enhance pupils' learning and develop their spiritual, moral, social and cultural understanding well. For example, a residential visit to an outdoor pursuits centre was described by one pupil as: 'Brilliant, but scary!'
- The school has used its allocation of sports partnership monies prudently through the employment of two sports coaches, who have widened the range of sporting opportunities for pupils and given training to staff. This has improved the quality of physical education teaching and the health and well-being of pupils.
- Since the previous inspection, the local authority has offered the school a good range of support, including advisory support, for school improvement.
- **The governance of the school:**
 - School governors bring a range of skills and experience to the governing body which they have updated through attending training. As a result, they have sufficient understanding of pupils' achievement data and the quality of teaching to offer senior leaders support and challenge in improving standards of achievement across the school.
 - The majority show a good level of commitment to their duties as governors. This is demonstrated by the good attendance recorded at governing body meetings. In partnership with senior leaders, they have developed an effective system for checking the performance of all staff, which rewards good teaching and is now tackling underperformance. Governors ensure that pupil premium funding is targeted effectively to ensure that gaps between the attainment of vulnerable pupils and that of their peers are beginning to close. Governors ensure that safeguarding procedures and policies meet current requirements. They also ensure that the school promotes equality soundly and rejects all forms of discrimination.

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	108257
Local authority	Wakefield
Inspection number	430942

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	204
Appropriate authority	The governing body
Chair	Malcolm Marsh
Headteacher	Jean Preston
Date of previous school inspection	26 June 2012
Telephone number	01977 722 600
Fax number	01977 722 601
Email address	admin@allsaints.wakefield.sch.uk

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