

All Saints CofE Primary School and Nursery, Bishop's Stortford

Parsonage Lane, Bishop's Stortford, CM23 5BE

Inspection dates 14–15 May 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.

- The headteacher, supported by staff and governors, has established a culture of high expectations in which pupils make good progress.
- Pupils make good progress in mathematics and English, particularly reading, and reach standards that are above average by the end of Year 6.
- Children in the Nursery and Reception classes make good progress. They settle quickly and happily into the school's routines.
- As a result of the well-planned teaching and effective support they receive, disabled pupils and those who have special educational needs make good progress.
- Teaching is consistently at least good and some is outstanding. Teachers make good use of questioning to probe and extend pupils' learning.
- Behaviour and the school's work to keep pupils safe are outstanding. The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school.
- The school makes excellent contributions to pupils' spiritual, moral, social and cultural development. This is one of its strengths.
- Parents and carers have many opportunities to be actively involved in the school. There are strong links with the local community.
- The governing body makes a marked contribution to the success of the school. They have an accurate view of the school's performance and are not afraid to ask demanding questions to hold the school to account.

It is not yet an outstanding school because

- Progress in writing is slower than reading and mathematics.
- Pupils do not practise writing enough in topic work, and teachers do not mark topic work consistently well.
- Teachers check how well pupils understand in lessons, but do not always adapt the work in response.
- Pupils do not always act on advice teachers give them in marking.

Information about this inspection

- Inspectors visited 14 lessons, two of which were observed jointly with the headteacher.
- In addition, the inspectors made a number of shorter visits to lessons, looked in on pupils during lunchtime and visited break times. There was a Year 5 residential trip during the inspection.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the displays around the school.
- Meetings were held with the Chair of the Governing Body and one other governor, the headteacher, deputy headteacher, and teachers with additional responsibilities. There was a telephone discussion with a representative from the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents were examined. These included: the school's own evaluation of its performance and its development plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- Inspectors took account of the 59 responses to the online questionnaire (Parent View) and the school's own parents' survey, together with views expressed by parents as they arrived with their children at the beginning of the day and during a Reception class visit to the local church. Inspectors also analysed 27 questionnaires returned by staff.

Inspection team

Christine Mayle, Lead inspector

Additional Inspector

John Ubsdell

Additional inspector

Full report

Information about this school

- The school is an average-sized primary school, with one Nursery class.
- The vast majority of pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for pupil premium is well below average. This is extra government funding given to the school to be used for those pupils known to be or who have been eligible for free school meals and those in the care of the local authority.
- The school runs a breakfast club.
- A new headteacher has been appointed since the last inspection.
- 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 and make pupils' progress in writing as rapid as in reading and mathematics by making sure that all teachers:
 - give pupils practice in writing skills in subjects other than literacy
 - provide written comments on work in all subjects to guide pupils' learning, and ensure pupils respond to the guidance
 - adjust their teaching in the course of a lesson in response to the feedback they get from pupils.

Inspection judgements

The achievement of pupils is good

- Children often start in the Nursery and Reception with skills and knowledge that are typical for their age, although due to small cohort sizes this varies year-on-year. They settle into routines quickly and are keen to learn.
- Adults provide a calm and welcoming environment in which children are happy to play and make new friends. Teachers plan a range of interesting and well-resourced experiences both for indoor and outdoor learning so that children make good progress. They are well prepared for their move to Year 1.
- Pupils perform well in the Year 1 national reading check because the teaching of phonics (the sounds that letters make) is effective. Older pupils say how much they enjoy reading for pleasure and are happy to share their opinions of different authors.
- Results in reading, writing and mathematics at the end of Year 2 dipped in 2013 to broadly average, from being consistently above since the last inspection. However, the school's information and evidence from the inspection show that current pupils are making good progress in Key Stage 1. Teachers have high expectations of what pupils can do so they achieve well.
- In the 2013 national tests pupils achieved above average results in reading, writing and mathematics. The school's own information and inspection evidence show a higher proportion of current Year 6 pupils working at levels that are above those expected for their age. This is as a result of the improvement in the rates of progress that pupils are making, particularly the most able.
- The most-able pupils achieve well as the activities that teachers plan for them make them think really hard about their learning.
- The school's assessments show that pupils' progress in writing is slower than in reading and mathematics. In some classes, pupils do not practice their writing skills often enough or for extended periods in subjects other than literacy.
- The quality of work in English and mathematics books is good. Pupils take a pride in their work and presentation is neat and tidy. Parents and carers who responded to the on-line survey (Parent View) and those spoken to during the inspection agree their children make good progress.
- The small number of disabled pupils and those who have special educational needs make good progress. They are doing well because the teaching they receive is well planned and teaching assistants provide effective support.
- The achievement of pupils known to be eligible for pupil premium funding, although representing a very small group across the school, is good. They make good, and sometimes outstanding progress because the additional funding is used well to provide one-to-one support and additional resources such as practical equipment in mathematics.
- The additional funding for primary school sport is being used very effectively to provide training for teachers from a specialist physical education (PE) coach. As a result teachers are more confident to assess pupils' skills in PE. Pupils enjoy their lessons and make good progress in the

development of their physical skills and in developing healthy lifestyles.

The quality of teaching is good

- Teaching is consistently at least good and some is outstanding. There is no inadequate teaching.
- Teachers know their pupils well, make good use of questions to probe, extend pupils' understanding and improve their learning. In this work, they are well supported by teaching assistants. Teachers have high expectations, assess pupils' progress accurately and provide lessons that pupils enjoy.
- Teachers model what they expect from their pupils and they check with pupils whether they understand. Many then adjust their teaching when necessary. Sometimes teachers ask pupils how confident they are with the work but do not take action as a result of the feedback.
- The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school. All staff have high expectations of pupils' behaviour and pupils are happy to respond. Classrooms are welcoming and well kept, with bright and colourful displays that celebrate the pupils' learning.
- A Year 6 geography lesson was an example of some very effective development of writing. Pupils reflected on 'A day in the life of an Indian woman'. They examined a range of photographs and through careful questioning from the teacher developed their own ideas of the activities that took place in her village. They then wrote a first person account of the woman's experience, using creative and imaginative language to express their feelings and emotions. The teacher provided access to different resources, including computers, and support where needed so that all pupils made outstanding progress.
- The teaching of reading, and phonics, has a high profile and is well managed so pupils develop an enjoyment of reading that supports the good progress they make over time.
- The school has recently enlisted the support of specialist staff from local secondary schools to ensure that teaching enables pupils, particularly the most able, to achieve at a faster rate and to deepen their understanding in mathematics and information communication technology (ICT).
- Pupils' work is regularly marked and most teachers' comments, particularly in literacy, give pupils clear guidance on what they need to do next to improve their work. Some pupils are beginning to actively respond to these but some are not acting on the guidance the teacher gives. The quality of the marking is good in literacy, but not consistently good across different subjects and topics.

The behaviour and safety of pupils are outstanding

- The school's work to keep pupils safe and secure is outstanding. Its work to improve attendance is effective: attendance is now above average. All parents and carers who responded to the questionnaire acknowledged that their children are extremely safe in school.
- Pupils enjoy coming to school. Bullying of any kind is rare and dealt with quickly. Pupils say they feel safe in school. They are clear about how to stay safe when using the internet and how to keep themselves physically safe both at school and when out and about in the community. Parents report that their children are very happy at school.

- Adults' positive attitudes in all areas of the school reflect the school's high expectations for the way pupils should conduct themselves in and outside the classroom. The behaviour of pupils is outstanding.
- Pupils have a good understanding of what constitutes a healthy life style. They take part in a range of physical activities including Hip Hop dance and yoga. They are very active at playtimes when they have access to a variety of areas with resources where they enjoy playing together or sitting quietly chatting.
- In a PE lesson pupils worked particularly well together and enjoyed the challenge of helping each other to kick a ball accurately at a target, and then between two cones. All pupils participated, including those with physical disabilities, carefully supervised by the adults present. Pupils were highly cooperative, attentive throughout and listened very well to adults and each other. This meant that the adult who was coaching them, who was new to the class, was able to develop the coaching skills of other adults as well as teaching the pupils involved.
- Pupils are proud of their school and are keen to take on additional roles, such as representing their classmates on the school council or acting as peer mediators ('Peace Police'). The school's buddy system which involves the older pupils supporting the younger children in the school is particularly effective in promoting reading skills, strong supportive relationships and contributing to the caring nature of the school.
- Pupils have outstanding attitudes to learning fostered by the interesting activities that teachers plan and the enthusiasm they show for teaching. The high-quality relationships, between all staff and pupils, create a calm and productive atmosphere in which everyone is valued and feels they can contribute. This ethos permeates throughout the work of the school.
- There are very positive links with families and the community, particularly the local church and other schools. Parents and carers who were spoken to greatly appreciate this strong family and community ethos.
- The breakfast club provides a fun and friendly place for pupils, from which to start their day at school.

The leadership and management are good

- Through her drive and enthusiasm the headteacher, ably supported by the deputy headteacher, has strengthened the sense of community, among the staff, pupils, parents and carers and governors. She has a high profile around the school and is well regarded by all staff, who share her passion to achieve the very best for every pupil. Staff morale is high.
- Senior leaders and teachers with additional responsibility effectively deploy a range of activities to evaluate the quality of teaching and pupils' progress. This means that they know the pupils well and can quickly identify those pupils who may need additional support to move their learning on.
- The school's own view of its performance is accurate and realistic. Governors, with the headteacher and the senior leadership team, have a clear vision for the school, shared with staff and parents. The school has detailed action plans so that it continues to improve.
- Teachers' performance is carefully managed. Decisions regarding pay and progression are directly linked to whether staff meet their targets and the impact they are having on pupils'

achievement. Training is matched to the school's priorities for improvement and its effectiveness is reflected in the improving quality of teaching and the adult support observed in lessons.

- Teaching programmes are well planned to interest and engage pupils. Pupils learn through a range of exciting topics, such as 'We are meteorologists', 'Egyptians' and 'Travelling Ted'. Whilst these topics promote the teaching of reading well, there are limited occasions when pupils are encouraged to write longer pieces of work in other subjects. Pupils also attend after-school clubs and go on visits, such as a residential trip in Year 5 to the Isle of Wight.
- The school makes significant contributions to pupils' spiritual, moral, social and cultural development. Pupils not only learn about the British culture but also other cultures through The European Language Week and Black History Month. As well as regular contact with the local church, pupils also visit a Buddhist temple and have a talk from a rabbi. Pupils have opportunities to take part in musical performances and dance. They have a strong sense of fairness and know the difference between right and wrong. Prayer and song are a regular part of the school assembly.
- Parents and carers have many opportunities to be actively involved in the school, including escorting their children on trips or working with them in class. This gives parents regular insights into what their children are learning and how they are taught so they can support them at home.
- Safeguarding procedures meet all statutory requirements.
- The school works well in partnership with the local authority, which provides effective and well-chosen 'light-touch' support. This has had a good impact in improving the leadership of teaching, for example through joint observations of lessons.
- **The governance of the school:**
 - Since the last inspection the governors have refreshed and improved their skills through carefully identified training so that they are able to hold the school more directly to account for the work that it does. They visit lessons so they know what teaching is like, and speak to staff and pupils regularly so that they are able to ask demanding questions of the headteacher on the quality of teaching and its impact on pupils' progress. Governors demonstrate a realistic and in-depth understanding of the school's performance. They make sure that teachers' pay and progression are closely linked to the quality of teaching and the targets set, including those of the headteacher. Governors are fully involved in the monitoring of the school's finances, including the way that the pupil premium funding is spent and its impact on the achievement of those pupils eligible for it. They are justifiably proud of their school and the learning environment it provides.

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	117472
Local authority	Hertfordshire
Inspection number	444198

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	232
Appropriate authority	The governing body
Chair	Richard Barrett
Headteacher	Heidi Otranen
Date of previous school inspection	7 October 2009
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