

# All Saints Roman Catholic Primary School

Green Lane East, Thirsk, North Yorkshire, YO7 1NB

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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 individual starting points in reading, writing and mathematics to reach standards that are above average by the end of Year 6.
- The quality of teaching is good and occasionally outstanding. As a result pupils of all abilities achieve well.
- Behaviour is good. Pupils behave well in and out of lessons. They show enthusiasm for their learning and try their hardest.
- This is a safe school. Pupils say that they feel secure and they know how to keep themselves safe.
- The headteacher, increasingly well supported by leaders at other levels, has worked hard to raise pupils' achievement and to maintain and build upon the quality of teaching following changes to the school community since the last inspection, including changes to staffing.
- Members of the governing body are becoming increasingly effective and use their skills and expertise well to provide strategic direction for the school.
- Children get off to a good start and make good progress whenever they join the school, as a result of the caring environment and the effective teaching.

### It is not yet an outstanding school because

- Pupils' progress slows when teachers' instructions and explanations are sometimes overly long.
- Pupils do not always make rapid enough progress because in some lessons teachers do not give them enough chances to work things out for themselves without direct adult support.
- Pupils do not consistently respond to the suggestions for improvements that teachers make when they mark their work.
- Middle leaders are not yet skilled enough in monitoring the progress of pupils and the quality of teaching in their subjects and therefore their impact on improvements are not rapid enough.

## Information about this inspection

- The inspector observed teaching and learning in six lessons, one of which was observed jointly with the headteacher. He also listened to pupils read in Years 2 and 6.
- The inspector took account of 23 responses to the online questionnaire (Parent View) and eight questionnaires completed by the staff.
- The inspector held meetings with pupils from Year 6. He talked informally with pupils at break and lunchtimes. He also talked to members of the governing body and a representative of the local authority. In addition, he held discussions with leaders who have other responsibilities, including the special educational needs coordinator, the leader of literacy and the leader of the Early Years Foundation Stage.
- The inspector observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's view of how well it is doing. He also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings and safeguarding and child-protection information.

## Inspection team

Peter Eeva, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than averaged-sized primary school.
- The proportion of disabled pupils or those with special educational needs supported through school action is lower than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils supported by the pupil premium is lower than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- A significant number of pupils join the school with little or no English and a number of these pupils join the school after the normal starting point.
- There have been changes in staffing within the school and significant changes to the governing body in recent years.
- Middle leaders are new to their roles.
- The school meets 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 to outstanding and so raise standards further by:
  - ensuring that pupils are able to start tasks promptly
  - providing pupils with more opportunities to work things out for themselves without direct adult support
  - making sure that pupils make the improvements that teachers suggest when they mark their work.
- Develop the skills of middle leaders in monitoring the quality of teaching and the achievement of pupils in their subject or area of responsibility.

## Inspection judgements

### The achievement of pupils is good

- From their individual starting points, pupils make good progress. Attainment fluctuates because of the small numbers in each cohort, but overall pupils typically reach standards that are above national averages.
- Children usually enter the Early Years Foundation Stage with standards that are typical for their age. This varies significantly from year to year.
- The significant proportion of pupils join the school after the start of the Reception Year and with little or no English settle in quickly and begin to catch up. The good teaching, caring staff and the understanding of each pupil's needs that is quickly built up ensure that pupils make good progress.
- Pupils make good progress from their varied starting points and leave Key Stage 1 with standards in line with those expected for their age overall. The standards reached overall at the end of Key Stage 1 appear to be lower than might be expected because of the number of pupils who are learning to speak English or who have joined the school later than the other pupils. Those pupils who start school at the beginning of the Reception Year reach standards that are above average.
- This good progress continues and accelerates across Key Stage 2 and pupils reach standards that are above average in English and mathematics. Those pupils who join the school with limited English skills acquire the necessary skills quickly and then make rapid progress.
- Pupils write well and often at length in a range of subjects. They can adapt their writing styles to suit a range of audiences and purposes.
- Teaching places a high priority on the development of pupils' reading skills and significant recent improvements have been made. Pupils are taught successfully how to recognise letters and the sounds they make (phonics). Pupils enjoy reading throughout their time in school and, as a result, pupils in Key Stage 2 are mostly reading above the levels expected for their age.
- In mathematics lessons pupils make good progress and are regularly given opportunities to use and apply their mathematical skills and knowledge in other subjects, such as creating a bar chart to show information about animals in a rainforest.
- The most able pupils make good progress to reach above-average standards in English and mathematics, as a result of high expectations, effective support and work which challenges them. A number of pupils in Year 6 have been entered for the higher Level 6 tests.
- Pupil who are eligible for free school meals and who are supported by the pupil premium reach standards that are similar to those of other pupils in the school. The school's own data on pupils' progress and attainment in English and mathematics show that there are no gaps between the achievement of these pupils and others in the school. Pupils receive additional support both in class and in small groups out of class.
- Disabled pupils and those with special educational needs make the same good progress as others. This is because their needs are identified and their progress is checked and reviewed regularly in order to make sure that carefully planned support closely matches individual pupils' particular needs.
- Regular checks by the headteacher on the progress pupils make is ensuring that overall, pupils of all ability, including the most able, make good progress and have the opportunity to perform equally well. This demonstrates the school's commitment to equality of opportunity.

### The quality of teaching is good

- Teaching is good and has improved as a result of the determined actions of school leaders following a period of changes in staffing. The schools records support this judgement and the impact it has had on pupils' learning and achievement.
- Well planned interesting lessons enthuse pupils. This was evident in the mixed-age Class 3

where pupils were absorbed in using primary and secondary sources to research events in the First World War.

- Teachers use their detailed knowledge of how well pupils have done to plan activities that match the needs of different groups almost at an individual level. This means that pupils have work to do that is hard enough for them. As one pupil said, 'This is really challenging, but I like a challenge and challenge is good for you.'
- In some lessons pupils do not reach their full potential because the level of planning is so detailed that the amount that pupils can learn is carefully controlled by the teacher, which sometimes prevents pupils from working things out for themselves.
- Pupils' books indicate that the amount of work pupils complete and the progress they make is sometimes limited because too much time has been spent on instructions and explanations that teachers give to the different groups in a class when pupils are ready to get on with their work.
- Pupils are keen to write and often do so at length because their teachers provide them with interesting topics to write about. Pupils have opportunities to write in a range of different subjects and become skilled at adapting their writing style to suit different audiences and purposes.
- Pupils have planned opportunities to read during the school day and read widely in school and at home and talk enthusiastically about their favourite authors.
- In mathematics, teachers make sure that pupils are able to develop and apply the skills they need to make good progress. They also use these skills to good effect in other subjects.
- Teachers regularly mark pupils' work and provide them with information about where they have done well and where they could improve. However, teachers do not make sure that pupils routinely respond to these suggestions and so they sometimes continue to make the same mistakes or fail to learn how their work could be better.
- Teaching assistants are deployed effectively and carefully guide pupils' learning. They have an accurate picture of the needs of individual pupils, especially disabled pupils and those with special educational needs, because they know these pupils very well.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- Pupils behave very well in and out of lessons. They come to school eager to learn and use their time in school productively. They are confident, well-rounded and capable young people who leave the school very well prepared for the next step in their education. However, when the pace of learning drops, some pupils are content to work at a slower pace.
- Pupils, including the most able, typically try their hardest to do what their teachers ask of them.
- The school has an effective system for encouraging pupils to behave well, which is understood by all. Pupils say that they know how to behave well both in and out of lessons and that they expect others to behave equally well.
- Pupils say that there is little bullying and that if any occurred it would be dealt with swiftly. They are well aware of the different types of bullying, including cyber bullying.
- Pupils are very active and appreciate the range of activities and clubs available to them, especially the sports activities and the Lego club.
- Pupils willingly take on roles of responsibility, such as being play leaders, and there is an effective school council. Older pupils care for and about younger pupils and act as good role models for others to look up to. Pupils talk about the school being like a big family.
- Attendance is above average. The school works hard to make sure that pupils come to school regularly and on time.
- Pupils take pride in their appearance and that of their school.
- The school's work to keep pupils safe and secure is good.
- Procedures for keeping pupils safe are managed well. Pupils say that they feel safe and parents agree that their children feel secure in school. Pupils have a good understanding of how to keep

themselves safe in a range of situations, including when using the internet.

## **The leadership and management** are good

- The school is well led by an experienced headteacher supported by increasingly effective middle leaders and governing body. Leaders and managers have successfully guided the school through a period of change both in staffing and increased levels of pupil mobility.
- Leaders at middle level are relatively new to their roles and although they are becoming increasingly effective as they become more experienced, this is yet to impact fully on improvements in the quality of teaching and pupils' achievement.
- The school has an accurate picture of its strengths and areas for development and produces effective plans with appropriate actions to address these.
- The headteacher carries out regular checks on the quality of teaching, which provides an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through professional development.
- The links between the management of the performance of teachers and their professional development are effective and arrangements for pay and promotion of staff are closely linked to pupils' progress.
- There are thorough systems in place to check on pupils' progress throughout the school. Where there are gaps in pupils' knowledge and skills, the school quickly takes action to boost pupils' learning by providing them with extra support in or out of lessons. This is particularly important for those pupils new to the English language who quickly catch up with the other pupils.
- The curriculum is well organised for pupils with an appropriate focus on developing their basic skills. A good range of educational visits and visitors to the school enrich learning. Older pupils really appreciate their residential visit and there is a good range of lunch time and after-school clubs and activities.
- Pupils' spiritual, moral, social and cultural development is very good, especially their spiritual understanding. Pupils respect the views of others and have a good knowledge of their world from local to global scales and of the different cultures that exist within it.
- The new primary school sport funding is used well to provide additional activities for pupils and to improve the teaching of physical education. Pupils benefit from a wide range of activities including gymnastics and karate. They also have access to inter-school competitions. Leaders are planning how the impact of the funding will be measured.
- Safeguarding and child-protection procedures are effective and meet current statutory requirements.
- The local authority has provided much appreciated effective support in recent years, especially in reacting to the changes in the intake of pupils and the changes to staffing and the governing body.
- **The governance of the school:**
  - A significant proportion of the governing body are relatively new to governance. They bring an impressive range of skills which they use to good effect. Where there are gaps in their skills they actively seek training to fill these gaps. As a result they are becoming increasingly effective in challenging and supporting the school in equal measure. Governors are well informed and have a good understanding of the quality of teaching and the performance of pupils. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance. They have a good understanding of how the pupil premium funding is used and the positive impact this is having on pupils' progress. They also know about the additional sport funding and are planning how they can evaluate the impact this is having on pupils' physical well-being.

## 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

<b>Unique reference number</b>	121657
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	444322

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Steel
<b>Headteacher</b>	Terry Starr
<b>Date of previous school inspection</b>	20 November 2007
<b>Telephone number</b>	01845 523058
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