

# All Saints' CofE (Aided) Primary School

Dogsthorpe Road, Peterborough, PE1 3PW

**Inspection dates** 10–11 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children do well in the Early Years Foundation Stage and become confident learners.
- Pupils are very happy and achieve well from their differing starting points.
- Teachers provide very good role models for the pupils' behaviour. Consequently, pupils are consistently courteous and helpful.
- Members of staff provide interesting activities that make the pupils very enthusiastic about coming to school and keen to do their best.
- Excellent provision for the pupils' spiritual, moral, social and cultural development is successfully ensuring that pupils' behaviour and safety are outstanding.
- Leadership and management, including governance, are good. The experienced and well-respected headteacher, along with the supportive senior leadership team and governors, are continuing to improve teaching and pupils' achievement at a quick rate.

### It is not yet an outstanding school because

- Not all teachers adjust work within lessons when it is clear that pupils are ready to learn something new.
- Teachers do not always check that pupils who are learning to speak English as an additional language understand the vocabulary in the books they are reading and in the wording of mathematical problems.
- The progress made by disabled pupils and those who have special educational needs is not as rapid in some classes as it is in others.

## Information about this inspection

- The inspection team observed teaching in 17 lessons, of which seven were joint observations with the headteacher or deputy headteacher.
- Meetings were held with senior leaders, teachers, pupils and members of the governing body, and discussions were held with a representative from the local authority.
- The inspectors took into account the 10 responses to the online survey, Parent View, and correspondence from parents. Informal discussions were held with a random sample of parents and carers.
- The inspectors considered the views expressed in the survey responses from 28 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Vreta Bagilhole	Additional Inspector
Robert Ridout	Additional Inspector

## Full report

### Information about this school

- All Saints' Church of England Primary School is larger than the average-sized primary school.
- The majority of pupils are Asian or Asian British. Around one in five pupils are White British, with others coming from a wide range of different minority ethnic backgrounds.
- The school has a well above average number of pupils who are learning to speak English as an additional language. These pupils speak a very wide range of first languages and about one in five is at the early stage of learning to speak English.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the last inspection, the school has expanded from a junior school to a primary school. This is the first academic year where there are pupils in all year groups. The school has moved into a new building on the same site as the previous school.
- The headteacher is a Local Leader of Education (LLE) and supports another school in the city.

### What does the school need to do to improve further?

- Further improve teaching and ensure that progress is consistently good or better for all groups of pupils in all classes, by:
  - adjusting work within lessons when it is clear that pupils are ready to learn something new
  - making sure that work is set at the right level of difficulty for disabled pupils and those who have special educational needs
  - checking that pupils who are learning to speak English as an additional language always understand the vocabulary in the books they are reading and in the wording of mathematical problems.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start school in the Reception classes working below the levels typical for their age. They make good progress from their starting points, especially in developing writing, numeracy and self-confidence. For example, during the inspection, the children were keen to talk to adults and were excitedly writing letters to *The Gruffalo*.
- Results in the Year 1 screening check in phonics (sounds that letters make) in 2013 were below average. This was the first year that the school had pupils in Year 1. The school has improved provision for phonics this year by training staff and bringing in new resources. Leaders are making sure that pupils have work that is neither too hard nor too easy. As a result, pupils are now doing well. Pupils enjoy reading, and younger pupils make positive comments such as, 'Reading is fantastic' and 'Reading is my favourite hobby.'
- Attainment by the end of Years 2 and 6 is broadly average in reading, writing and mathematics, and pupils from all backgrounds make good progress during their time at the school in all subjects. This is the first year that the school has had pupils in Year 2 and, consequently, there are currently no published test results for this age group. Pupils have very positive attitudes towards learning and these contribute very well to their rapid progress. They make good use of their literacy and numeracy skills when working in different subjects.
- Disabled pupils and those who have special educational needs make good progress over time. Leaders are working on ensuring that all support is equally effective in helping these pupils to learn quickly. In a few lessons, they are given work that is too hard. When this happens, their learning slows.
- Pupils who are learning to speak English as an additional language do well, irrespective of their ethnicity. They settle into school quickly, are confident and keen to practise what they have learned. At times, their progress is restricted because they find certain words difficult to understand and this can affect their understanding when they are reading. It also makes it hard for them to know what to do when answering word problems in mathematics.
- Overall, pupils who are supported through pupil premium funding make good progress and gaps in their attainment are narrowing. In 2013, they were about six months behind their classmates in mathematics. They were around a term behind the others in reading, and half a term behind in writing.
- Occasionally, when children are working on tasks they have chosen for themselves in the Early Years Foundation Stage, they do not know what they should be learning.
- The most-able pupils do well in most lessons because teachers ensure that work is planned that builds on what they already know. Their learning slows on those occasions when they are not moved on to harder work within a lesson quickly enough.
- The new funding to help support pupils' physical well-being is enabling pupils to reach the levels of which they are capable. For example, during the inspection, pupils in Year 6 were making good progress in learning skills for bowling and batting in cricket.

**The quality of teaching is good**

- Members of staff foster exceptionally strong relationships with the pupils, making the management of behaviour seem effortless. Well-planned, interesting activities motivate the pupils to want to learn, including in literacy and mathematics, and ensure that they are very enthusiastic and hard working.
- In the Early Years Foundation Stage, children learn skills and knowledge quickly because lessons are exciting and relevant to their interests. For example, children learned rapidly because they enjoyed taking part in the wealth of activities based on a recent visit to woodlands.
- Teachers across the school have good subject knowledge and provide good-quality marking so that pupils can improve the next piece of work that they do. Pupils appreciate this help and make sure that they respond to the advice they are given.
- Well-trained teaching assistants provide valuable support for a wealth of group activities, including supporting pupils in learning about phonics and in reading. For example, in Year 2, the teacher and teaching assistant worked together well to help prepare pupils for their reading by checking that pupils could read all the tricky words in the books.
- Resources are used well to help make learning meaningful. For example, in Year 1, pupils were fascinated by the photographs and diagrams about the life-cycles of various living things and, in Year 4, pupils enjoyed being 'the teacher' by sharing with their group information they had learned about the Ancient Egyptians.
- When pupils do not learn as quickly as they could, it is not because they are not keen to work quickly but because the work they have been given is not adjusted well enough within the lesson when it is clear they are ready for a greater challenge.
- In most lessons, teachers are careful to explain new vocabulary to the pupils, although there are times when they do not check that all pupils have understood fully what they are reading, or that they know what they are expected to achieve when carrying out a mathematical word problem.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Parents and carers are delighted with the way the pupils behave at school. Pupils play and work together harmoniously and make comments such as, 'Why can't Muslims and Christians always get on well together like we do?'
- At the start of the day, all classes spend some time on quiet activities related to pupils' learning, such as correcting and finishing off work. This time is effective in enabling pupils to benefit from a calm start to the morning and to focus on the day ahead.
- Pupils are very keen learners and help others when working in pairs or when taking responsibility for various tasks around the school. For example, in Year 5, pupils were keen to help each other when learning about negative numbers in mathematics.
- Behaviour over time is exemplary and there have been no pupils excluded from the school for over nine years. Instances of unkind behaviour are extremely rare, and children from the Reception classes onwards understand clearly that it is wrong to be unkind to others.

- Members of staff provide very good role models for behaviour and make sure that there is no discrimination of any kind. As a result, pupils are very polite and show great respect for the wide range of cultures represented within the school.
- Pupils get on with their work very quickly and, when they do not make considerable progress, it is because they are not given work that could move their learning forward more quickly.
- Pupils nearly always try hard and the work in their special topic books shows that they are prepared to concentrate hard and take care to produce work of a high standard. They are only very occasionally quietly inattentive, and this is often for a justifiable reason. For example, it was Ramadan during the inspection, and some children were tired in class because their families had been fasting during the day and eating late at night.
- Rates of attendance are above average because pupils do not want to miss school. They are especially positive about 'enrichment and enjoyment' lessons on Friday afternoons, where they learn a range of skills and interests for life.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements meet requirements. The school is vigilant in checking the suitability of all members of staff who work with pupils, and ensures that they are kept up to date on their training on how to keep the pupils safe. Leaders have ensured that pupils have been kept safe during the building work, and the new building has been checked thoroughly.
- Pupils feel very safe and know how to stay safe, including when using the internet. They know about different types of bullying and develop tolerance and understanding of the varying needs of pupils with beliefs different to their own.
- Members of staff are very caring, know the pupils well and provide support as needed. Pupils know what to do if they have a concern that they are unable to resolve, and know that they can trust a member of staff to deal with it swiftly.

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

- Self-evaluation is accurate and information about how well the pupils are doing is checked thoroughly and is used well to plan next steps for whole-school development.
- Expectations for teachers and other members of staff are clear and enable everyone at the school to pull together as a team. Teaching is good because leaders check up on teaching frequently and provide guidance and support to enable teachers to constantly improve their work. Teachers are accustomed to this process and, as a consequence, are receptive to new ideas and reflect sensibly on their own work.
- Leaders who are responsible for specific subjects or areas of the school's work, including in the Early Years Foundation Stage, have increased their knowledge of how well the school is doing. They make good use of the improved information on pupils' progress to increase support for any pupils who are doing less well than others. They are involved in driving the school forward and are aware that progress is not yet completely even across classes. They are keen to tackle the few remaining areas where progress is less strong than in the rest of the school.
- The school provides a well-balanced curriculum, and the additional activities such as the 'Excellence and Enrichment' afternoons, enable pupils to gain a variety of exciting new experiences, such as street art, mask-making and fencing. These activities contribute very well

towards making pupils enthusiastic and exceptionally hard-working learners.

- Pupils' spiritual, moral, social and cultural development underpins their exemplary behaviour. They learn about cultural differences during lessons and visits to places of worship. Assemblies are used well to promote values such as forgiveness and respect.
- The local authority provides good support for this good and improving school. The school has been keen to make use of training to develop expertise in the Early Years Foundation Stage and Key Stage 1, now that it is a full primary school.
- Parents and carers are pleased that their children come to this school. Several voiced positive comments, such as, 'My daughter skips into school each day and skips out' and 'Teachers are very polite and are good.'
- The school is ensuring that all pupils have equal opportunities by putting in place additional support when pupils are not doing as well as they could. Leaders use the school's additional funding to provide staff training and extra help for some pupils. This is largely having a positive impact, although pupils' progress remains slightly uneven between classes.
- The school uses the primary sports funding well to improve sports. Training for teachers and specialist coaching are improving provision. More pupils are taking part in physical activities, including clubs and local tournaments. These activities are having a positive impact on developing the pupils' healthy lifestyles and physical well-being.
- **The governance of the school:**
  - Governors are supportive and provide good challenge for the school. They know the school well because they are involved in checking up on how well the teachers and pupils are doing. They understand how well pupils' achievement compares with that of pupils in other schools. They are clear about what is being done to help teachers to improve their work and know that teaching is typically good. There are clearly understood procedures for rewarding the best teaching and helping those who are working towards being outstanding. Governors have established that teachers' pay rises are dependent on their pupils making good progress. They carefully monitor spending to make sure that it is having a positive impact, including the additional funding provided for specific pupils.

## 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>	110852
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	439820

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	Governing body
<b>Chair</b>	Steve Adamson
<b>Headteacher</b>	Rachael Hutchinson
<b>Date of previous school inspection</b>	14 January 2010
<b>Telephone number</b>	01733 563688
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