

All Saints Church of England (Aided) Primary School

Norreys Avenue, Wokingham, Berkshire, RG40 1UX

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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:

- Progress in reading, writing and mathematics is inconsistent across the school. Often progress is too slow and this restricts pupils' achievement.
- Those pupils who are more able do not achieve as well as they could. This is particularly the case in writing.
- Teaching over time has not been good enough. Teachers do not have high enough expectations. They do not make sure that work is set at the right level for pupils.
- Teachers do not identify to pupils what next steps they need to do so that they can improve their work.
- The monitoring of pupils in the resource for those who have complex needs is not strong enough to enable them to make good progress.
- Rates of attendance are still below the national average.
- Over time the impact of leaders, managers and governors on the quality of teaching and pupils' achievement has not been strong enough.
- There is no subject leader in mathematics and a lack of an action plan for improvement is affecting progress. Pupils have too few chances to do practical mathematics in different subjects.
- A few teachers have not been accurate in their assessment of progress data.
- There is no clear system to track the overall progress of children in the Early Years Foundation Stage.
- Governors do not assess the impact of additional funding on the attainment of eligible pupils.

The school has the following strengths:

- The acting headteacher and acting deputy headteacher are keen to improve the school. Decisive recent actions have improved both pupils' progress and the quality of teaching.
- Pupils behave well, feel safe and have positive relationships with staff and each other.
- Spiritual, moral, social and cultural development is strong.

Information about this inspection

- Inspectors observed 15 part-lessons including two joint observations with the acting headteacher. In addition, inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils, members of the governing body including the Chair of the Governing Body, and school staff. A meeting was held with a representative from the local authority. A telephone conversation was held with a National Leader in Education who was supporting the school.
- Inspectors took account of 46 responses to the online questionnaire, Parent View.
- Inspectors looked at pupils' work in books.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 38 responses to the staff questionnaire.
- Inspectors visited the school's after-school club which is run by the governing body.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- All Saints C of E Primary School is an averaged sized school.
- Since the previous inspection there has been a change in the leadership of the school. There is now an acting headteacher and acting deputy headteacher who took up their posts in September 2013.
- The proportion of pupils known to be eligible for support through the pupil premium is higher than the national average. This is additional funding provided by the government for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported through school action is higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is also higher than the national average.
- Pupils are predominately White British or from any other White background.
- An above-average proportion of pupils join the school at times other than the beginning of the school year.
- There is a special resourced provision for nine pupils with complex needs. They range in age from four to 10.
- In 2013 the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is an after-school club that is run by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching and hence make sure that all pupils make good progress by ensuring:
 - progress is consistent across all year groups and in all subjects
 - those who are more able make better progress, particularly in writing
 - teachers have high expectations and make sure that work is set at the right level
 - that all teachers are accurate in their assessment of progress data
 - teachers clearly identify in pupils' work the next steps they need to follow to improve.
- Improve the progress of those pupils who have complex needs by:
 - ensuring that their progress is regularly monitored.
- Improve the impact of leadership by:
 - having a clear action plan for improvement in mathematics, including appointing a subject leader, and giving pupils more chances to do practical mathematics across the curriculum
 - making sure that rates of attendance improve to the national average
 - developing a clear system to review the overall progress of children in the Early Years Foundation Stage
 - making sure that governors assess the impact of additional funding on attainment.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The progress of pupils is not fast enough, and is not consistently good in all subjects across the school. In 2013 the school was in the lowest 20% of all schools for progress in reading, writing and mathematics. Since then there have been improvements in achievement but these have not been rapid enough.
- The progress of those in the resource for pupils with complex needs is too slow. This is sometimes because these pupils are not receiving the support that they need. The way that their progress is monitored is unclear and hence it is difficult to track how they are doing and when interventions are necessary.
- The progress of pupils within the rest of the school who have special educational needs or are disabled is in line with that of their peers.
- The progress of the most able pupils requires improvement because although there have been recent improvements in the proportions of pupils reaching the higher levels in reading and mathematics, there are still only low numbers of pupils reaching higher levels in writing, particularly in Key Stage 2.
- Children join the Nursery and Reception classes with skills and abilities at below levels typical for their age. The progress they make is not the same in all subjects. They enter Year 1 with slightly stronger skills in mathematics than in reading and writing. The reason for this is that leaders do not track the overall progress of children in the Early Years Foundation Stage and hence are unaware of any differences.
- Standards by the end of Year 2 have been very variable in recent years and in 2013 were significantly below the standards found nationally in reading, writing and mathematics. This was due to some inadequate teaching. In 2014 there has been a trend of improvement as a result of better teaching, so that standards are closer to the national average.
- Test results at the end of Year 6 in recent years have also been very low. There has been a similar pattern of improvements in 2014 to around the national average. Accelerated progress was achieved for these pupils as they too benefited from better teaching.
- Pupils read regularly and say that they really enjoy reading both at home and at school. There has been rapid improvement in the most recent phonics screening check in Year 1, which is now near the national average.
- Pupils' achievement in mathematics has been variable and very low numbers of pupils have made good progress in this subject. This is because pupils are not able to use their practical mathematical skills in different subjects.
- Pupils' writing skills are improving, however inconsistent teaching and ineffective guidance on how to improve their work have hampered progress in the past.
- Those who join at times other than the start of the Early Years Foundation Stage make the same progress as their peers, as do pupils eligible for free school meals.
- In 2013 in Year 6 both groups of pupils supported by additional funding were a year behind their classmates in both English and mathematics. Extensive work by senior leaders has ensured that the gaps for both groups are beginning to close. This reflects the school's commitment to ensuring equality of opportunity for every pupil.

The quality of teaching

requires improvement

- Teaching over time has not been good enough to secure good progress for all pupils. This is because teachers have not had high enough expectations about what pupils can achieve. They have set work that is not at the right level of difficulty to stretch pupils' abilities. This is reflected in observations during the inspection and work in pupils' books.
- The most able pupils have not been challenged enough and therefore not made fast enough

progress in developing their writing skills in particular.

- In the recent past some teachers have not been accurate in their checking of how much progress pupils in their classes have made. Accuracy has improved recently.
- In the Early Years Foundation Stage, there is no clear overview on how effective progress is in the Nursery and Reception class. The impact of this is that learning activities do not take full account of progress made and consequently children do not progress as rapidly as they could. Early Years leaders were unaware that many pupils enter Year 1 with skills that are not as strong in reading and writing as in mathematics.
- In some classes the marking of pupils' work does not clearly show what pupils need to do next to improve their work. This is one of the reasons why the rates of pupils' progress are variable in the different classes.
- Teaching assistants usually support pupils' learning well, particularly when they are given clear instructions by the teacher about what is expected. However, pupils with complex needs do not always receive effective support because monitoring does not accurately assess their progress and therefore identify the intervention required.
- Displays around the school enhance pupils' awareness of the world around them. In classes the walls are full of helpful facts in mathematics and literacy which pupils often refer to in lessons.
- No learning time is lost at the start of the school day as pupils quickly settle to their activities.
- Parents and carers are very supportive and consider that the teaching is good throughout the school. Pupils report that they like their teachers and feel that the subjects are interesting and enjoyable. The school has a large open air swimming pool and many pupils said how much they enjoyed their swimming lessons.
- Teaching is now improving, although not at a fast enough rate.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and courteous.
- Pupils behave well in lessons and are keen to learn. Their behaviour outside of lessons is also good and they show respect and consideration for each other around the school.
- The school is effective in fostering good relationships and all pupils get on very well together. They enjoy the rewards for good behaviour such as the 'Sunshine Lottery'.
- Pupils from the fully inclusive resource for pupils with complex needs are sensitively supported by both staff and their more physically able peers. The school's caring ethos means that pupils display considerable empathy. For example they do simple tasks such as picking up dropped pencils without being asked.
- Staff are skilled at managing the behaviour of those who find good behaviour difficult. There have been a few exclusions this year. However there are effective systems in place to support these pupils and behaviour is continuing to improve as teaching improves.
- Almost all parents and carers who expressed a view say they would recommend the school to another parent or carer. They appreciate the facilities offered by the after-school club. They like the fact that the acting headteacher is available to talk to at the beginning and end of the school day. Actions such as these have increased the level of parental support for the school. The family support worker is effective in working with parents and carers who have more diverse needs.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. There is no discrimination. Pupils report that they have no concerns regarding bullying but would know who to go to if they encountered anything that made them unhappy. Pupils are aware of the different types of bullying such as cyber bullying. Throughout the school from the Early Years Foundation Stage children are taught how to keep themselves safe.
- Attendance is below the national average; however it is affected, in part, due to pupils with complex needs having time off for medical issues. Attendance overall is gradually improving.

The leadership and management require improvement

- Leadership and management require improvement because over time not enough has been done to secure consistently good teaching and achievement across the school.
- At present there is no subject leader for mathematics and this is having an impact on the range of activities, particularly practical, that pupils can take part in. There is no action plan to improve mathematics and therefore the pace of change is not quick enough.
- The monitoring of the resource for pupils who have complex needs is not strong enough to ensure that they are receiving the challenge and stimulation to enable them to make good progress. At present inefficient monitoring means that some of these pupils who are not making good progress are not swiftly followed up and given the correct support they need.
- Monitoring in the Early Years Foundation Stage is also not strong enough and consequently leaders do not gain a sufficiently clear picture of children's progress.
- Since the acting headteacher and acting deputy headteacher have taken up their roles in September 2013 there have been improvements in teaching and in pupils' progress. However because the acting deputy has also been teaching Year 6 full time as well as having additional responsibilities for English and Key Stage 2 she has had little time to fully support the acting headteacher in all that needs to be done.
- The acting headteacher and governors have not shied away from taking decisive actions and creating a climate where good teaching and achievement, and good behaviour, can flourish. They are addressing underperformance in teaching. There are now clear targets for teachers, with salary enhancements explicitly linked to the progress of pupils.
- The progress of pupils in different groups is now being checked more regularly so that prompt actions can be taken to address any underachievement.
- Additional funding for sports is well used in the school to ensure that all groups of pupils take part in activities. Some pupils have been particularly successful: one is a member of a wheelchair basketball team and another pupil is a junior champion in kickboxing. The school facilities, such as the netball court and swimming pool, are well used and ensure that all pupils participate in a sport.
- The subjects the school offers are broad and balanced, which promotes pupils' spiritual, moral, social and cultural development well. Pupils in Year 6 showed a maturity of understanding when they wrote poems about how people felt in the Blitz during the Second World War.
- The local authority has supported the school closely and thereby contributed to the recent more rapid progress that has been seen during this last year.
- **The governance of the school:**
 - The school benefits from a supportive governing body which shows a mostly good awareness of the school's strengths and areas to improve. Governors are well informed about the achievement data and know about the quality of teaching. They are keen to ensure that there is a close link between teachers' pay and performance and set high targets for any salary enhancement. They have been involved in tackling underperformance of teachers.
 - Governors make sure that safeguarding meets statutory requirements.
 - Governors monitor most of the school's budget carefully; however they do not monitor the impact on attainment of additional funding.

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	135459
Local authority	Wokingham
Inspection number	442487

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	254
Appropriate authority	The governing body
Chair	Peter Whittaker
Headteacher	Jacqui Kearney (acting)
Date of previous school inspection	18 October 2012
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