

# Waddington All Saints Primary School

Mere Road, Waddington, Lincoln, LN5 9NX

**Inspection dates** 7–8 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The exceptionally effective leadership of the headteacher, very well supported the governors and all staff, has brought about continued improvement in pupils' achievement and the quality of teaching.
- Pupils' consistently achieve high standards. All groups of pupils make at least good and usually outstanding progress in English and mathematics.
- The school is making good progress in developing new assessment arrangements following the removal of National Curriculum levels but these have yet to be fully implemented.
- Children make rapid progress in the Early Years Foundation Stage. From their very first weeks in school, they develop a love of learning and very positive attitudes.
- The very large proportion of pupils who join the school partway through their education slot seamlessly and happily into the school and achieve equally as well as their classmates.
- Pupils' behaviour is excellent and they feel extremely safe in school. They have exceptionally mature attitudes to learning. They are thoughtful and reflective, and continually seek new ways to solve problems and meet challenges.
- Extremely knowledgeable teaching, perceptive questioning and high expectations all contribute to pupils' outstanding achievement. Marking, although not outstanding, promotes an increasingly consistent, and improving high-quality dialogue between teachers and pupils.
- Pupils are very well equipped with excellent basic skills and have a keen awareness of spiritual, moral, social and cultural issues. Consequently, they are superbly prepared for the next stage of their education and for their future lives in modern Britain.
- The curriculum provides an enormously rich range of experiences and it is continually being improved to make learning even more, as the school puts it, 'irresistible' for All Saints pupils.

### Information about this inspection

- Inspectors observed 19 lessons and part-lessons being taught to full classes and smaller groups of pupils of all ages and in a range of subjects including mathematics and English. They made several shorter visits to classrooms jointly with senior staff. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Responses from 75 parents to the online questionnaire, Parent View, were considered, as well as 35 from school staff.

### Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Sarah Lee

Additional Inspector

Daniel Kilborn

Additional Inspector

## Full report

### Information about this school

- Waddington All Saints is larger than the average-sized primary school.
- Most pupils are White British. Very few pupils speak English as an additional language.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A well above-average proportion of pupils join and leave the school partway through their education.
- 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?

- Accelerate pupils' progress even more by ensuring that the marking of pupils' work consistently promotes even higher quality dialogue between teachers and pupils in all classes.
- Fully implement new ways of assessing pupils' attainment following the removal of National Curriculum levels.

## Inspection judgements

### The leadership and management are outstanding

- The outstanding leadership of the headteacher has been instrumental in moving the school forward and creating a climate where excellent teaching and learning flourish.
- Leadership at all levels, including that of subject and other leaders, is highly effective. All staff are keen to take responsibility. They feel that their contributions are highly valued and that their views matter. The management of staff performance is very robust and high-quality professional development allows teachers to hone their skills even further.
- Improvement planning is excellent. Accurate school self-evaluation ensures that priorities for development, use of resources and further careful monitoring of the impact of actions taken are all closely linked. Consequently, the school continues to improve on its already high standards.
- Small weaknesses are quickly tackled. There is a relentless drive to ensure that the curriculum continues to develop, new assessment arrangements are fully implemented and excellence in teaching is continually promoted.
- All groups of pupils are given excellent equal opportunities to succeed. Discrimination of any kind is not tolerated. Pupil premium funding is spent to support disadvantaged pupils so they achieve as well and sometimes even better than their classmates. The large number of pupils who join the school partway through their education are helped to rapidly settle into school routines, so that they make friends and enjoy learning.
- The primary sport funding has been used very effectively to provide staff with specialist training in teaching physical education and pupils with many more opportunities to take part in competitions and try new sports. This has helped to promote pupils' healthy lifestyles and ensured that they have every opportunity to perform to the levels of which they are capable.
- Safeguarding procedures are highly effective and meet or exceed requirements. All staff are highly trained and acutely aware of policies and procedures relating to, for example, risk assessment and child protection.
- The local authority provides support for the school through the education adviser who visits at least once each term and assists with the use of pupil progress data and the scrutiny of pupils' work.
- The rapidly evolving curriculum provides pupils with a rich range of learning experiences and prepares them extremely well for their future lives in modern Britain. Pupils' basic skills in literacy and numeracy are highly developed as is their spiritual, moral social and cultural awareness. The school provides a vibrant learning environment, both in and out of doors. Outdoor musical instruments, a well-equipped studio, exciting residential visits and interesting visitors to the school from other cultures all add greatly to pupils' enjoyment of learning.
- **The governance of the school:**
  - Governors are fully involved in setting priorities and determining the strategic direction of the school. They are extremely knowledgeable about the school's performance data and the quality of teaching because they monitor the school's work very carefully. They are well trained and use their considerable expertise to provide both support and challenge for the

school. They put policies and procedures into action to ensure excellent management of teachers' performance so that good teaching is rewarded and underperformance is tackled. They ensure that teachers pay rises are linked to the progress pupils make. Finances are very well managed. Governors hold the school to account for the way in which extra funding such as the pupil premium and primary sports funding is spent. They check that disadvantaged pupils achieve as well as other groups and also that pupils are given extra opportunities to develop healthy lifestyles through participating in a range of sports.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils follow school routines to the letter. As a result, behaviour in the school grounds, in corridors and in the dining hall is usually impeccable. Pupils are exceptionally welcoming to new pupils and help to make sure they have friends to play with as soon as they join the school.
- Records show that incidents of challenging behaviour or bullying are extremely rare and are very quickly and successfully dealt with by highly experienced staff. There have been no exclusions in recent years.
- Attendance is above average because most pupils love coming school. They arrive punctually, dressed in smart uniform, and are well equipped for learning.
- Pupils' attitudes to learning are extremely mature. They have a thirst for knowledge and most want to do all that is asked of them and more besides. They answer questions readily, present their work very well and look beyond the obvious to find interesting solutions to the demanding problems and challenges which teachers set for them.
- Pupils love taking responsibility and are keenly aware of the needs of others. School council members spoke proudly and confidently about why and how they had chosen different charities to raise money for.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school. Parents who responded to the online questionnaire unanimously agreed that their children feel safe in school.
- Pupils have a keen awareness of how to keep themselves safe and very sensible attitudes to risk taking. They recognise potential dangers – for example, when using the internet – but understand how to stay safe.
- Pupils understand that there are different types of bullying but have complete confidence that, if this were to happen to them, the school would quickly sort out this and any other problems they may have.

## **The quality of teaching** is outstanding

- Work in pupils' books clearly demonstrates the outstanding progress pupils make as a result of the high-quality teaching they receive. Teachers and teaching assistants are extremely knowledgeable and have exceedingly high expectations of what pupils can achieve. For example, in a literacy lesson Year 6, pupils made excellent progress and used very sophisticated language

in completing the demanding task of writing three contrasting diaries of King Arthur, the knights and Merlin.

- Pupils' learn a lot in lessons. . Teachers set activities which are varied and demanding and make good use of exciting resources which fire pupils' interest. Pupils, in turn, enjoy the challenges teachers set and the most-able pupils look for elegant solutions to problems.
- In mathematics, Year 2 pupils confidently manipulated units, tens and hundreds, and used addition and subtraction to solve problems. For example, they quickly calculated complex combinations of stamps that would be needed to go on the 'Queen's parcels' in order that they reached Buckingham Palace safely.
- Disabled pupils and those who have special educational needs make excellent progress in lessons because they are given very timely support from well-informed adults when this is needed. A small group of pupils received expert help in improving their basic skills as they selected and measured ingredients and made bird feeders for birds they had observed in the school grounds.
- Pupils' work is marked very thoroughly and although not yet of consistently outstanding quality in all classes, results in an increasingly consistent, sophisticated and productive ongoing dialogue between teachers and pupils. This ensures that pupils are very clear about how to improve their work and reach even higher levels of understanding.
- High-quality specialist teaching in French and music, the use of a well-equipped studio to produce their own films, and learning in the outdoor classroom are experiences pupils talk about with great enthusiasm. This range of experiences, together with thought-provoking assemblies, all combine to give pupils a great enjoyment of learning and promote their excellent all-round spiritual, moral, social and cultural development.

### **The achievement of pupils** is outstanding

- Work in pupils' books, that displayed on walls, and the school's own meticulous tracking systems all confirm the outstanding progress pupils make from their broadly average starting points.
- From the time they join the Reception class to when they leave Year 6, the proportion of pupils making better than expected progress in reading, writing and mathematics is high compared to that found nationally.
- Good phonics (the sounds that letters make) teaching ensures that pupils attain highly in the Year 1 phonics screening check. In tests and assessments at the end of Year 2 and Year 6, pupils' attainment has been well above average in each of the years since the last inspection. Pupils read with great confidence and have very well-developed mathematical skills which they use to solve real-life problems.
- Pupils' progress, including that of disabled pupils and those who have special educational needs, is tracked extremely carefully and staff quickly intervene if they feel pupils are not making sufficiently rapid progress. Pupils, particularly those who join the school partway through their education and the small number of pupils who speak English as an additional language, receive timely and sensitive help if and when this is needed and achieve equally as well as their classmates.
- Disadvantaged pupils, for whom the pupil premium provides support, achieve at least as well as

their peers. In national tests in 2013, their attainment in reading, writing and mathematics was significantly above the national average and very slightly higher (a gap of less than a term) than that of their peers.

- The most-able pupils achieve very well, with high proportions reaching Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2. A particularly large proportion of pupils achieved the highest level 6 in tests in mathematics in 2014. This is due to the challenging work they are set and the expert teaching they receive.

### **The early years provision**

**is outstanding**

- Most children join the Early Years Foundation Stage with skills broadly in line with those typical for their age. They make outstanding progress and quickly become very confident learners, both inside and outside the classroom. By the end of the Reception Year, they reach above-average standards and are extremely well equipped with the skills needed in Year 1.
- Children thrive in the vibrant, well-equipped learning areas. They have excellent opportunities to be creative and develop their speech and language skills when, for example, they are using the beautiful 'play houses', each of which currently represents the setting of a different fairy tale. Highly knowledgeable, outstanding teaching continually and successfully challenges all children, including the most able, to achieve their best.
- Children's behaviour is excellent. Highly trained staff ensure that children are kept extremely safe. Children gain an excellent understanding of how to make sensible choices and quickly learn to concentrate and develop resilience and tolerance when they cannot always have their own way.
- Excellent leadership of the Early Years Foundation Stage ensures that resources are well deployed and staff make the very best use of technology to monitor children's progress meticulously. Seamless teamwork between teachers and other adults contributes enormously to the outstanding progress children make.

## 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>	120504
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	449619

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Vause
<b>Headteacher</b>	Paul Martin
<b>Date of previous school inspection</b>	14 June 2010
<b>Telephone number</b>	01522 820099
<b>Fax number</b>	N/A
<b>Email address</b>	paul.martin@all-saints.lincs.sch.uk

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