

# All Saints Church of England Voluntary Controlled Primary School

Bishops Caundle, Sherborne, Dorset, DT9 5NQ

**Inspection dates** 18–19 November 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school is good because leaders have eradicated poor teaching from the school and ensured that all current teaching is of high quality. Most pupils in the school, including children in the Early Years Foundation Stage, make good progress in all subjects.
- Pupils in Key Stage 1 are working at much higher levels than those in previous years when results were below average.
- Pupils attain high results at expected levels in all subjects at the end of Key Stage 2. Pupils' results in reading at the end of Key Stage 2 are particularly impressive.
- Teachers' marking and feedback have improved strongly since the time of the previous inspection. Teachers give pupils clear and useful advice about how to improve their work.
- Leaders ensure that pupils develop a very strong sense of right and wrong. Pupils demonstrate an extremely considerate attitude to others and behave very well towards one another.
- The school's work to keep pupils safe and secure is very thorough. Pupils have a strong understanding of how to keep themselves safe in different circumstances.
- The headteacher, other leaders and governors have successfully ensured that all staff, including those new to the school, share the same high expectations of pupils. Pupils' progress has improved as a result.
- The school's work to promote spiritual values and a deep understanding of rights and responsibilities is highly effective. It contributes to pupils' very positive attitudes to learning and appreciation of the value of others.

### It is not yet an outstanding school because

- Reception and Year 1 classroom spaces and displays are not used to promote learning as effectively as those across the rest of the school.
- Challenges made to leaders by governors during governing body meetings are not always recorded. This means that leaders' responses to any challenges raised cannot be effectively tracked and checked.

## Information about this inspection

- The inspector saw teaching in every class. He observed one assembly, four lessons and pupils' behaviour in the playground and at lunchtime. All four lessons were observed jointly with the headteacher.
- Discussions and meetings were held with pupils, six members of the governing body, the headteacher and other members of staff.
- The inspector observed many aspects of the school's work, including support for pupils who need extra help. He heard pupils read, and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at several documents, including plans for what pupils will learn in each subject and for the school's development. He also scrutinised the school's arrangements for keeping pupils safe and their use of pupil premium and sports premium funding.
- The inspector checked pupils' attendance records, the governing body minutes, and records of how pupils' learning and the quality of teaching are tracked.
- The views of parents were taken into account through the 14 responses to the Parent View survey and 31 responses to the school's own survey of parental views. The inspector also considered one letter and views obtained through discussions with several parents.
- Staff views were taken into consideration by looking at six questionnaires completed and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Only a very small number of pupils are supported through additional government funding, known as the pupil premium, which is provided for children known to be eligible for free school meals.
- The proportions of disabled pupils and those with special educational needs are higher than in most other schools. Some pupils have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage attend on a full-time basis in a mixed Reception/Year 1 class.
- The headteacher joined the school in September 2011. The deputy headteacher, who is also the Year 2/3 class teacher, took up her post in September 2013. The Reception/Year 1 class teacher joined the school in January 2014 as a newly qualified teacher. The Year 4/5/6 class teacher was appointed in September 2014.

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

- Strengthen the presentation and use made of Reception and Year 1 classroom environment and displays so that they promote learning as effectively as those across the rest of the school.
- Ensure that any challenges made to leaders by governors during governing body meetings are properly recorded so that the responses or actions taken can be checked and evaluated.

## Inspection judgements

### The leadership and management are good

- The strong headteacher, supported by other leaders and governors, has ensured that all staff have high expectations of their pupils. Her insistence in this has ensured that pupils behave very well and now make better progress across the whole school than in previous years.
- The headteacher and governors have appointed new teachers and leaders carefully, with proper consideration of their qualities, previous expertise and training. This has contributed to the consistently strong teaching which is now in place across the school.
- The headteacher manages staff performance well. Staff, including any newly qualified teachers, receive proper and effective support designed to improve their skills and expertise. The headteacher, supported by governors, has also taken strong actions to remedy poor teaching in the school.
- The school's evaluation of its strengths and areas for development is robust, accurate and thorough. The school development plan identifies priorities for improvement well and contains clear actions designed to bring about improvement.
- Middle leaders actively contribute to the school development plan. They make good checks on the provision in their areas of responsibility and are effective in bringing about improvements to the school. For example, the recent changes to the teaching of phonics (linking letters to the sounds they make) have resulted in pupils attaining higher phonics scores than in previous years.
- The range of subjects taught contributes effectively to securing the development of pupils' basic skills. Pupils' learning is deepened by their substantial exploration of children's rights. Teachers link themes and topics to particular issues concerning people's rights and responsibilities. As a result, pupils develop a considerable sense of other people's value and their entitlement, thus promoting good relations. The school's work in this supports equal opportunities and guards against discrimination extremely strongly. For example, pupils have explored issues relating to arranged marriages, the right to an education, and the right to practise one's own religion. As a result, pupils are very well prepared for life in modern Britain.
- The school develops pupils' spiritual, moral, social and cultural development very well. Its work in promoting spiritual values and empathy for others is particularly strong. This was seen in some moving displays of pupils' work on remembrance. This included poetry that make them think deeply, a consideration of the impact of war, and the recognition of particular pupils' family histories. This work was also strongly linked to children's right to be protected from the effects of war. The school's deep-seated spiritual values are prominently displayed across the school and referred to constantly and meaningfully.
- Sports premium funding is spent effectively on enhancing pupils' engagement and performance in physical education and sports, particularly in areas such as gymnastics and swimming. It is also spent effectively developing teachers' expertise in teaching and assessing pupils' skills in physical education. One result of this has been the improved performance of pupils in competitive sports.
- Other additional funding is spent effectively on supporting eligible pupils' academic performance. As a result, very high proportions of eligible pupils make better than expected progress from their starting points.
- The school conducts its safeguarding work diligently and with attention to detail. Safeguarding procedures meet statutory requirements. Leaders and governors alike ensure that training is up-to-date and that proper procedures are followed by all staff should the need arise.
- The local authority has supported the school well. It has given effective training to staff and governors, and worked alongside school leaders to support school improvement.
- The school has developed very good relationships with parents and works with them well. As a result, a very large majority of parents who offered an opinion thought that the school was well led and would recommend it to others.
- **The governance of the school:**
  - The governing body is strong and effective. Governors check that leaders do enough to ensure that pupils make good progress and that teaching is of a sufficiently high standard. They make checks on the school's provision systematically and use their understanding of information about pupils' achievement to good effect. Governors share the headteacher's high aspirations for the school. They ensure that checks on staff performance or underperformance are used to set properly high expectations of staff. Governors make certain that any staff, including those who are newly qualified, are given the support they need in order to develop. They make sure that leaders address any poor performance and that good performance is properly rewarded and acknowledged. They ensure that school finances are spent well and make effective contributions to the school development plan. Although their impact upon school improvement is good, challenges raised by governors during

governing body meetings are not always recorded. This means that they cannot effectively track and check the leaders' responses to their challenges.

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

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils demonstrate a thirst for knowledge and engage in their learning very thoughtfully and deeply. Their highly positive approach to learning has contributed to the good progress that they make.
- Low-level disruption is extremely uncommon. Pupils concentrate on their work and listen carefully to their teachers and to each other.
- Pupils are very courteous, respectful and highly cooperative. They eagerly take on responsibilities towards others, for example by acting as playground leaders. They behave very well across the school at all times. Pupils treat outdoor equipment, including that used by children in the early years, with respect and care.
- The school manages pupils' behaviour very effectively and promotes their deep consideration of others. Pupils who talked to the inspector referred to people's rights and responsibilities and demonstrated high levels of empathy for others. Pupils said that there was no poor behaviour in the school.
- The school ensures that pupils have a very good understanding about different forms of bullying and poor behaviour, including cyber-bullying and the use of derogatory language. Regular 'anti-bullying' weeks and assemblies that promote the school's substantial values contribute to this understanding. Pupils who talked to the inspector demonstrated a very good awareness of the impact that poor and discriminatory behaviour could have on people.
- School records show very few incidents of bullying or other forms of poor behaviour over time. The school has responded very well to any incidents that have occurred.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- The school ensures that pupils are safe and well supervised in all areas of the school, including when using the school's swimming pool.
- The school teaches pupils how to keep safe very well, including when online and when using the road. Some older pupils act as 'e-safety leaders' and take responsibility for helping other pupils avoid risks when using the internet.
- Pupils who talked to the inspectors said that they felt very safe and well looked after in the school. They praised staff for the way they listened and responded to any concerns that pupils might express.
- Attendance is higher than in most other schools and has strengthened over time. This is because of the school's high expectations and because pupils enjoy coming to school.
- An overwhelming majority of parents who offered an opinion thought that their children were safe and happy at school, and that the school managed their behaviour well.

## **The quality of teaching** is good

- The headteacher's effective leadership of teaching has ensured that some previous poor teaching has been eradicated from the school. She has enabled the quality of teaching to remain consistently good during a period of staff change.
- Teachers have high expectations of pupils and children in the early years. Pupils of different abilities, including the most able, are given work that challenges them appropriately. This ensures that pupils learn well in the school's mixed-year classes.
- The teaching of reading, writing and mathematics effectively enables pupils to make good progress. This is because of the teachers skilfully focus pupils on specific aspects of each subject. For example, during one Year 2/3 English lesson observed, pupils were encouraged to consider the difference that correct punctuation and spelling could have on the reader. Pupils' books show the development of a good range of mathematical and writing skills.
- The teaching of reading is particularly strong, especially in Key Stage 2, where pupils are encouraged to read and explore challenging texts. The school's revised approach to the teaching of phonics has

strengthened pupils' reading skills in Key Stage 1.

- Teachers and teaching assistants use questioning effectively to draw out pupils' understanding and encourage them to be reflective and thoughtful.
- Teachers' marking and feedback have improved strongly since the time of the last inspection. The school's revised approach to marking ensures that pupils receive good advice on how to improve their work.
- An overwhelming majority of parents who offered an opinion thought that their children were taught well.

### The achievement of pupils

**is good**

- Most pupils in the school, including children in the Early Years Foundation Stage, make good progress in reading, writing and mathematics. The proportion of pupils achieving the expected standards for their age increases as they move through each key stage.
- The school's results of national screening in phonics in Years 1 and 2 have strongly improved over time. The most recent phonics scores are slightly higher than the most recent national averages.
- Pupils' results in reading, writing and mathematics at the end of Key Stage 1 have remained lower than average over time. However, the most recent results at the end of Key Stage 1 were much stronger than those in the previous year. In addition, current pupils in Key Stage 1 are working at higher levels than in those previously at the school. This is because previous weak teaching in the Early Years Foundation Stage and Key Stage 1 is no longer a feature of the school.
- Over time, pupils' results at the end of Key Stage 2 in all subjects have been in line with those in other schools. However, the 2014 Key Stage 2 results improved sharply, with more pupils reaching the expected levels than in most other schools. Pupils' results in reading were particularly strong, including those reaching the higher levels.
- The most-able pupils in the school make good progress in all year groups. The proportions of most-able pupils attaining results at the higher levels in all subjects at the end of Key Stage 1 were previously lower than average over time. However, the most-able pupils in Key Stage 1 are now given much more challenging work and, as a result, their standards are higher. The results of most-able pupils in Key Stage 2 are typically in line with those in most other schools, except for their results in reading, which are very high.
- Disabled pupils and those with special educational needs make good progress across the school. This is because they receive work and support that is well-matched to their needs. The attainment of disabled pupils and those with special educational needs is lower than that of other pupils nationally, except in reading, where it is higher. The attainment of these pupils is also lower than that of other pupils in the school, but has strongly improved since last year.
- There are very few pupils eligible for additional funding in the school. These pupils attain more highly than other pupils nationally in mathematics. They also attain more highly in reading and writing, when compared with their peers in the school and others nationally. Eligible pupils are in line with other pupils in the school in mathematics, about one and a half terms ahead in reading, and about three and a half terms ahead in writing. Eligible pupils make at least good progress across the school.
- An overwhelming majority of parents who offered an opinion thought that their children made good progress.

### The early years provision

**is good**

- Children enter the Early Years Foundation Stage with skills below those typical for their age. While the percentage of children finishing the Reception Year with a good level of development is lower than the national average, they make good progress during the year across all areas of learning.
- Reception staff support children in developing positive attitudes towards their learning. This, together with the good progress they make, prepares them well for Key Stage 1.
- Children behave well and treat other people and the classroom resources with respect. Staff ensure that they are safe and feel at happy at school.
- Teaching in the Early Years Foundation Stage is good. Teachers and teaching assistants help children to develop key skills and knowledge. Children spend their time purposefully in a good range of adult-led and child-led activities. However, the Reception and Year 1 classroom spaces and displays are not used to

promote learning as effectively as those across the rest of the school.

- The Reception/Year 1 teacher ensures that children are assessed accurately as they enter the school and regularly during the year. Early years staff are accessible to parents and work well with them through, for example, home visits and journals that record children's activities.
- The early years leader evaluates provision and leads this area of the school's work effectively. This ensures that teaching is of sufficiently high quality and that children make good progress. She has made certain that the Reception/Year 1 teacher has received quality support and training during her induction year and has enabled her to develop her own practice.

## 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>	113772
<b>Local authority</b>	Dorset
<b>Inspection number</b>	448666

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Wookey
<b>Headteacher</b>	Anne Crumpler
<b>Date of previous school inspection</b>	21–22 October 2009
<b>Telephone number</b>	01963 23450
<b>Fax number</b>	01963 23450
<b>Email address</b>	office@bishopscaundle.dorset.sch.uk

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