

St Mary and All Saints CofE VA Primary School

Wensley Road, Coley Park, Reading, Berkshire RG1 6DU

Inspection dates

21–22 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils make slow progress in English and mathematics. In other subjects, their work is too often of a low standard.
- Key groups of pupils, including the most able and those who have special educational needs, underachieve.
- The quality of teaching is inadequate. Teachers' expectations of pupils are too low. Teachers do not ensure that pupils receive the level of challenge they need to make suitable progress in their learning.
- Pupils' reading and writing skills are poorly developed and, in a few cases, pupils have lost confidence and do not see the value of reading. Teachers do not adequately adjust activities to meet the needs of pupils of differing ability.
- In lessons, pupils are insufficiently engaged in their work and this often leads to disruptive behaviour that interrupts their learning.
- Pupils often behave noisily around the school. They do not always know how to keep themselves safe. There is some bullying, and some show intolerant attitudes towards pupils of minority ethnic heritage.
- Leadership at all levels is inadequate. The headteacher has not secured improvements in key areas, such as teaching and behaviour, despite extensive local authority support.
- Leaders' evaluations of the school's effectiveness are inaccurate and too generous, paying too little attention to how well pupils are learning. Their management of staff performance is ineffective.
- Pupil premium funding is not effectively used.
- The governing body does not hold school leaders properly to account.
- Early years provision is inadequate because children's learning is not effectively supported.

The school has the following strengths

- Pupils enjoy coming to school and their attendance rate is rising.
- The school's use of the sport premium has been effective in raising the activity levels of pupils.

Information about this inspection

- Inspectors observed the school's work, including 23 lessons across all three key stages, some jointly with senior members of staff. The inspectors observed playtimes and pupils' behaviour around the school, as well as an assembly. They analysed pupils' work and listened to some pupils read.
- Discussions were held between inspectors and the headteacher, the deputy headteacher, members of staff, the Chair of the Governing Body, a foundation governor and a representative from the local authority. Inspectors talked with some parents and considered 55 responses about the school from parents through the online questionnaire (Parent View) which is on the Ofsted website.
- The inspection team evaluated a range of school documentation including the school's development plan, the raising achievement plan, the school's own self-evaluation, information about how well pupils are progressing, minutes of meetings and the school's analysis of its own parental questionnaire.

Inspection team

Matthew Barnes, Lead inspector

Seconded Inspector

Robin Hammerton

Her Majesty's Inspector

Gill Walley

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- St Mary and All Saints is a larger-than-average-sized primary school with a nursery. Children attend the nursery part-time.
- A new headteacher and deputy headteacher have been appointed since the last inspection.
- About two thirds of pupils come from minority ethnic backgrounds, and just over a third of pupils' first language is not, or is not believed to be, English.
- Over a third of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care or known to be eligible for free school meals. This is well above the national average.
- The proportion of pupils with special educational needs being supported at school action is well below the national average.
- The proportion of pupils supported at school action plus, including those with a statement of special educational needs, is well above the national average.
- In 2013, the school met the government's floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since September 2014 the school has been supported by three other primary schools in Reading: Alfred Sutton Primary School, Geoffrey Field Primary School and Caversham Park Primary School. This is known as the 'team around the school'.

What does the school need to do to improve further?

- Secure essential improvements to leadership and management at all levels by:
 - implementing rigorous and effective systems for monitoring all aspects of the school's work, ensuring that self-evaluations are accurate
 - developing the roles and responsibilities of senior leaders, so they guide the work of the school and challenge and support middle leaders and other members of staff effectively
 - improving middle leadership so that it has greater impact on pupils' achievement
 - ensuring governors hold all leaders, especially the headteacher, properly to account
 - broadening and deepening the curriculum so that it fully meets the needs of pupils
 - ensuring that procedures for managing teachers' performance are fully effective and staff are held to account for their impact on pupils' achievement.
- Significantly improve teaching to raise the achievement of all groups of pupils in all subjects by:
 - raising teachers' expectations for all pupils and groups of pupils so that work is appropriately challenging and builds on what pupils already know and can do
 - ensuring teachers use assessment information to inform their planning so that work set in lessons consistently meets the needs of pupils with differing abilities
 - developing teachers' subject knowledge in all areas of the curriculum
 - ensuring that activities in the early years are purposeful and relevant, helping children to build on what they have already learned.
- Improve pupils' behaviour through:
 - consistently setting and expecting high standards of behaviour so pupils are ready to learn more quickly and know how to keep themselves safe
 - urgently tackling incidents of bullying and racist behaviour.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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 management may be improved.

Inspection judgements

The leadership and management

are inadequate

- Leadership and management at all levels are inadequate. As a result, all key aspects of the school's work continue to decline in effectiveness, and pupils are not being provided with equal opportunities to succeed.
- The headteacher's leadership is not effective in setting the right direction for improvement. Middle leaders, including phase and subject leaders, lack the support and guidance to bring about the recovery needed.
- Leaders have been aware of the rapid decline in standards at the school for some time. The headteacher sought local authority support, but he and other leaders have not made effective use of this support and there has been little positive impact on the achievement of pupils.
- Plans developed by the headteacher and senior staff to bring about improvement rely heavily on the input received from the local authority or other local schools, demonstrating there is insufficient capacity for improvement among school staff.
- Leaders' monitoring of the school is ineffective and so their leadership of teaching is weak. They have not analysed how the work of staff impacts on the progress being made by pupils or groups of pupils. Leaders focus too much on the '10 Non-negotiables' they have established for what teachers should do, which are not sufficiently understood by staff and are not bringing improvement.
- Senior leaders evaluate the school too generously. When assessing the quality of teaching or pupils' work, they tend to look for positives without taking a sufficiently robust and accurate view.
- Performance management of staff is ineffective. It has not brought about the necessary improvements to teaching. Staff are not held to account properly for the achievement of their pupils.
- The curriculum is inadequate. It is not appropriately broad, balanced and challenging for pupils. The school knows little about how well pupils are achieving in subjects apart from English and mathematics.
- The use of pupil premium funding is not effective. Eligible pupils do not make adequate progress and the attainment gap is widening between them and their peers.
- Overall, pupils' spiritual, moral, cultural and social development is not well promoted. However, there is some evidence of strength in the school's assemblies, where the Christian ethos helpfully furthers spiritual development. However, some pupils have intolerant views toward people of different faiths and ethnicities are not being well prepared for life in modern Britain.
- Leaders have made good use of the sport premium to raise the activity levels of pupils at the school, for example by purchasing bicycles and giving pupils the opportunity to learn how to ride them. This has led to the school achieving the 'Sustrans Bike it' bronze award because of the increased number of pupils that now ride their bikes to school.
- Procedures for safeguarding pupils meet requirements. However, leaders have more work to do to ensure systems are effective.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - Despite some changes after receiving local authority advice, governors are not sharp enough in questioning the poor performance of the school. They have recently made themselves more aware of how poorly the pupils in the school are achieving, but do not challenge leaders robustly enough over this. They have only a limited understanding of the quality of teaching and have not, therefore, ensured that decisions about teachers' salary progression are taken for the right reasons.
 - Governors do not check adequately, and therefore do not know how little the school's use of pupil premium funding has closed gaps in pupils attainment. Too often they have measured impact against other pupils in the school who are also underperforming. This permits low expectations.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is inadequate.
- Systems to promote good behaviour in lessons are not effective. Pupils' attitudes to their learning are too often poor, lacking attention to teachers' instructions. Staff are overly informal in their relationships with pupils and do not set, or insist on, high enough standards of behaviour.
- In several lessons seen by inspectors, low level disruption hampered pupils' learning. For example, in a handwriting lesson in Key Stage 2, weak teaching led to several pupils losing interest and engagement in their work. They started to walk aimlessly around the classroom, distracting others. As a result, time was

wasted and none of the pupils demonstrated any improvement in their handwriting. In other lessons, pupils spent much time chatting about things which had no relevance to what was being taught.

- Pupils are happy to come to school. Their rate of attendance improved in the last academic year and is now average. Leaders do not yet sufficiently analyse the attendance of groups or check if there are any important patterns in attendance rates across the school, so as to improve it further.
- Pupils spoken to say that bullying exists at the school and that it is not always effectively dealt with by staff if reported. School records demonstrate that racist incidents are increasing and recurring.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- Staff do not consistently manage or challenge pupils' behaviour in order to keep them safe. Pupils often make unnecessary noise or are silly. Pupils also become excited and unsafe in their play or in the way they conduct themselves around the school. Inspectors observed pupils behaving unsafely on play equipment and running through the dining hall. None of this was noticed or dealt with by staff.
- Pupils are aware of the issues around their safety when online. They spoke confidently about what to do if they had concerns.

The quality of teaching

is inadequate

- Teaching across the school does not help pupils to learn quickly enough, including in the vital areas of literacy, reading and mathematics. Teachers' expectations of what pupils should achieve are inconsistent and low. Too often, work is not set at the right levels to challenge pupils and meet their different needs.
- Teachers try to make lessons interesting and fun. However, teaching does not focus well enough on what pupils need to do to make progress. For example, in a Key Stage 2 English lesson, pupils were engaged in the lively input by the teacher as he prepared them to write an extended text. However, he did not cover the key technical aspects needed for the pupils to improve their writing, such as better sentence construction or how to improve their spelling, despite a clear need for this.
- Not enough thought is given by teachers to providing challenge to pupils when they work on their own. For example, in a Year 1 lesson, four pupils worked well on their reading skills with the teacher, but other pupils had too little purposeful activity to do. Similarly, in Key Stage 2 reading lessons, the work for pupils not working directly with the teacher was either too easy, not helpful in developing their reading skills or included text that pupils were unable to read alone. As a result, these pupils did not make progress.
- Too often the needs of different groups of pupils are not adequately met. For example, in a Key Stage 2 lesson about area and perimeter, the teacher did not recognise that higher attaining pupils were already able to move on. This limited the opportunity for these pupils to make more progress. Time was lost as they waited for other pupils to catch up.
- The use of adults, such as teaching assistants, to support pupils' learning is too often ineffective. The work of such staff is not well enough organised, or targeted, to help pupils learn what they most need.

The achievement of pupils

is inadequate

- Standards at the school in all subjects are low and, in many cases, declining over time. All groups of pupils make slow progress. Their performance in national tests in reading, writing and mathematics reflects the poor standards still seen in the school. Attainment at Key Stage 1 has declined, from what were broadly average results in 2013, and is now low. At Key Stage 2, pupils' attainment in English and mathematics has been consistently low and has declined further.
- Work seen in books and during lessons demonstrates that pupils do not make sufficient progress in reading, writing and mathematics. This is because, too often, the work they are being asked to do lacks challenge or is not well enough matched to their needs.
- Pupils do not attain as well as they should in the foundation subjects. For example, the standards seen by inspectors in art and music were not as high as they should be.
- Pupils eligible for pupil premium make poor progress when compared to other pupils nationally. By the time they leave the school, they are about two terms behind national average in reading, and about a year behind in writing and mathematics. When compared to their peers in school, disadvantaged pupils are about two terms behind in mathematics and one term behind in writing. Disadvantaged pupils outperform other pupils in the school in reading by about one term, which illustrates how far behind all children are in reading.
- Pupils who have special educational needs achieve too little in their time at the school and are well behind

other pupils by the time they leave.

- Higher attaining pupils do not do as well as they should. Sufficiently challenging work for these pupils is rarely evident in lessons, so they do not get the opportunity to reach their potential. Far too few attain the higher levels by the time they leave the school.
- Pupils' written work is underdeveloped and often untidily presented. Pupils do not get the opportunity to write often enough, or for extended periods of time. In too many cases, pupils do not understand or use technical aspects of writing, such as grammar and punctuation, well enough. They make simple errors which are not corrected.
- Pupils do not adequately learn the skills they need to be successful readers. Older pupils are too often uncertain how to sound out words, or work out what is meant in a text for themselves when reading. In Key Stage 1, pupils' attainment in the screening test for phonics (linking letters and sounds) is too low.
- Pupils are beginning to get opportunities to use and apply their mathematical skills to solve problems. However, they do not have the basic skills needed to make the most of these tasks. As a result, much of their learning in mathematics is limited and lacks depth.

The early years provision

is inadequate

- Provision in the early years is inadequate because information from assessment is not used well enough to enable children to make as much progress as they could. As a result, too few children are ready for Year 1 and higher attaining children, in particular, are not challenged sufficiently and do not make enough progress.
- Child initiated activities seen by inspectors often lacked purpose. They did not link well enough to what children had been learning or needed to do to make progress. For example, inspectors observed a morning session in Reception focused on developing children's use and understanding of language. An initial 15 minute input by teachers gave some opportunity to develop children's use of language associated with place, such as 'up', 'down' and 'between'. However, the activities on offer in the following child initiated learning did not promote the opportunity to use and apply the language well enough.
- Provision is better in Nursery than in Reception. In a group session observed in the Nursery, the teacher skilfully questioned the children who were able to add one to numbers over 20. However, there were still problems. In this instance, activities offered to children for learning through play were all limited to lower numbers and gave little opportunity to stretch the more able children further.
- Leadership of the early years is inadequate as senior and middle leaders have not accurately evaluated the quality of the provision. Systems for monitoring provision across the early years are not robust and so improvements needed are often missed.
- When adults work with the children on activities they have planned and are leading, learning has more purpose and the children are helped to make progress.
- Children in the early years feel safe and secure and are confident in the routines that they encounter. They play well together and show a strong interest in the world around them. For example, a group of three boys in the Nursery were very curious about a worm and worked together to find somewhere safe to put it.

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	110002
Local authority	Reading
Inspection number	444529

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	432
Appropriate authority	The governing body
Chair	Janice Storch
Headteacher	Tim Suiter
Date of previous school inspection	23 September 2009
Telephone number	0118 9375545
Fax number	0118 9015546
Email address	admin@st-maryallsaints.reading.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

