

# All Saints Church of England Primary School, Freshwater

School Green Road, Freshwater, Isle of Wight, PO40 9AX

**Inspection dates** 17–18 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not yet good because older pupils are still making up for the slow progress made in previous years.
- For the past three years, attainment in reading, writing and mathematics was below average in Year 6. Although pupils are now making faster progress throughout the school, attainment in Year 6 is still below average.
- Pupils' handwriting, punctuation and spelling are not of a high enough standard. Teachers do not have high enough expectations of how pupils should present their written work.
- Too few pupils have the confidence to use their mathematical skills when tackling new work or solving problems.
- Teaching requires improvement because of inconsistencies in practice. The planned activities do not always help pupils to make good progress.
- There has been too little emphasis on helping pupils develop good learning skills. Some pupils are not confident enough to work without adult support. The less-able pupils are sometimes given too much advice, which limits their learning.

### The school has the following strengths

- This is a swiftly improving school. The headteacher has resolutely continued to address weaknesses through a period of considerable staff change.
- Leaders at all levels and governors contribute well to monitoring and improving the school's effectiveness. The governing body carries out its duties effectively. Governors have a good understanding of the impact teaching has on pupils' progress.
- Better teaching in Key Stage 1 helps pupils in Years 1 and 2 to achieve well. Attainment at the end of Year 2 is rising and is average in reading.
- Teaching in Reception has improved significantly and is now outstanding. Children make excellent progress. The large majority reach a good level of development by Year 1.
- Disadvantaged pupils make good progress. They are closing the gap well on other pupils nationally, especially in mathematics.
- Pupils enjoy school and behave well. Bullying incidents and poor attendance have decreased considerably since the previous inspection.
- The school's work to keep pupils safe and free from harm is outstanding. Pupils say they are very well looked after and parents agree.

## Information about this inspection

- The inspector undertook four joint lesson observations with senior leaders and made a number of short visits to observe pupils working in groups or individually. The inspector heard a small sample of pupils read, scrutinised a sample of pupils' written work and visited some extra-curricular activities.
- The inspector held meetings with pupils, members of the governing body and staff, including senior and middle managers. Conversations were held with representatives of the local authority.
- The inspector took account of the 15 responses to the on-line questionnaire (Parent View) and the results of governors' parental surveys. The inspector also spoke to a small number of parents as they brought their children to school.
- Responses from 12 staff questionnaires were analysed.
- The inspector observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. The inspector also looked at documents related to planning, monitoring and safeguarding.

## Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- All Saints is a much smaller than average-sized primary school. Pupils are taught in four mixed-age classes. At the time of the inspection all Reception pupils attended full time.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Almost all pupils are of White British heritage. Very few speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is above average. This funding is to provide extra support for pupils known to be eligible for free school meals and for children in the care of the local authority.
- Freshwater Early Years Centre shares the school site. It is privately run and was not inspected at this time.
- Since the previous inspection, school development has been supported by leaders and teachers from other local schools. The school shares its expertise in early years education with other schools and pre-schools.
- There has been a much higher number of staff changes over the past two years than is normally seen. Since the previous inspection, there have been two changes of deputy headteacher, changes in subject leadership and a change in the leadership of special educational needs.
- The school meets floor standards in English and mathematics. These are the government's minimum expectations for pupils' attainment and progress by the end of Year 6.

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

- Improve the quality of teaching so that, throughout the school, it is consistently at least good by:
  - ensuring that lesson activities help all pupils, whatever their needs or talents, to make good progress
  - placing a greater emphasis on developing pupils' learning skills so that pupils can work more effectively without close supervision by an adult
  - having higher expectations of the way that pupils present their written work.
- Ensure that pupils in Years 3 to 6 make consistently good progress by:
  - improving their punctuation, spelling and handwriting skills so that they are as good as other aspects of writing
  - providing pupils with more opportunities to use their mathematical skills in different situations, including in solving problems.

## Inspection judgements

### The leadership and management are good

- The headteacher has shown very strong leadership skills during a period of considerable change. The majority of other senior and middle leaders have joined the school since the previous inspection. The school's continued improvement during this time is a testament to her determination and carefully planned strategies to improve teaching and learning.
- The headteacher quickly gains the confidence of new staff and ensures they have the opportunity to develop and use their skills. Middle leadership, which was weaker at the time of the last inspection, is now good. For example, the mathematics leader has ensured pupils' calculation skills have improved well. There is a strong culture of, and commitment to, continuous improvement among all staff and governors.
- Teaching and achievement are not yet consistently good because of the high turnover of staff and recruitment difficulties. Records show that teachers who join the school receive effective support. As a result, their skills are now improving well. They promote good behaviour effectively and this helps to ensure pupils are receptive to learning.
- Leaders check the school's work regularly and rigorously. They judge the quality of teaching accurately by taking into account its impact on pupils' progress over time. They identify weaker areas quickly and take prompt action to improve them. The success of this approach can be seen, for example, in the good achievement of disadvantaged pupils. The school is well placed to improve further.
- The formal performance management of staff now sets high expectations for teaching and leadership roles. Teaching is improving strongly, particularly in early years and Key Stage 1, as a result of effective training and support for all staff.
- The well-planned curriculum provides a rounded education and enhances pupils' enjoyment of school. The increased emphasis on developing literacy and numeracy skills has improved pupils' progress. Leaders are aware that there are still aspects of teaching in writing and mathematics that need improving and are taking action to address them.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn about the importance of democracy, fairness and tolerance, which prepares them well for life in the future. The school provides a wide range of experiences that ensure pupils gain a good understanding of the cultural and religious diversity in modern Britain.
- Safeguarding procedures fully meet requirements. For example, the policies and procedures for vetting staff, and those for child protection, are of high quality and are implemented rigorously. Staff are very well trained and continually vigilant. The school's work to support pupils and families is particularly strong. Leaders and governors form strong and supportive relationships with parents. Parents are welcomed into school and say that staff are approachable and helpful.
- The school fulfils its duty to promote equality of opportunity, foster good relationships and tackle discrimination. This is seen in the way leaders use the additional funding for disadvantaged pupils effectively to meet their individual social, emotional and academic needs. School records and assessment information show strong improvement in these pupils' well-being and academic achievement.
- The additional funding for sports activities is used effectively to widen pupils' opportunities and increase teachers' expertise. Pupils exhibit a strong enjoyment of physical activities and their participation in sport has increased well.
- The local authority supports and challenges the school well. The school makes very good use of local authority officers to help improve teaching quality and pupils' achievement. Leaders value the regular external monitoring the authority provides, using the information effectively to promote continuous improvement.
- **The governance of the school:**
  - Governance has improved considerably since the previous inspection. Governors are well informed, strongly committed to improvement and work effectively with staff to help bring it about. Governors fulfil their duty of holding leaders to account for the quality of education well.
  - Governor meetings are now strongly focused on checking and improving the school's work. Governors are very good at seeking all the evidence they need and working closely with leaders in monitoring and improvement work.
  - Governors are well informed about the quality of teaching and know where it needs to improve. They hold staff to account effectively for pupils' progress. Only good performance is rewarded. Governors understand data well and compare the school's performance effectively with others locally and nationally.
  - Their work is effectively shared out between different governors, who carry out their roles well. For

example, governors ensure that the school promotes British values and that the sport grant helps to increase pupils' skills. Excellent knowledge of safeguarding ensures that governors' oversight of this aspect is outstanding.

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

### **Behaviour**

- The behaviour of pupils is good. Good behaviour was observed in all lessons and around the school during the inspection. Discussions with pupils indicate that this is typical of the behaviour in school.
- Pupils benefit from strong reward and sanction procedures that they recognise are fair. Very good support for pupils who find good behaviour difficult ensures their behaviour improves well over time. The rate of exclusions has decreased considerably as a result.
- Pupils get on well together. Relationships between younger and older pupils are very good, as is evident during the games they play together at lunch times.
- Pupils enjoy learning and want to please their teachers. They say that learning is interesting and they want to do well in their work. Consequently, there is very little low level disruption in lessons.
- Attendance levels are around average and rising. Few pupils have poor attendance or arrive late.
- While pupils are keen to do well, they are less good at showing initiative. Occasionally, they are reluctant to respond to teachers' questions and a few rely too heavily on adults when approaching new work.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. All who work in the school keep a constant and rigorous check on pupils' welfare.
- Pupils and their parents are very confident that pupils are very safe and well cared for. This is evident not only during pupils' time at school but also at the beginning and end of each day. Site security is excellent.
- The school's excellent policies and procedures, especially those for health and safety and child protection, are implemented with high levels of rigour. Pupils themselves are very aware that rules are there for their safety and welfare.
- Pupils are well aware of the many forms that bullying can take and are adamant that bullying in any form is rare. This is confirmed by the school's records. Pupils know that adults swiftly address any concerns they raise.
- Pupils have many opportunities to learn about how to keep safe. They have a very secure awareness of the importance of following rules in sport. Their knowledge of how to avoid hazards when using the internet, especially social media sites, is very good.

## **The quality of teaching** requires improvement

- Leaders' efforts to raise the quality of teaching have been hampered considerably until recently by staff changes and difficulties in appointing replacement staff. The high number of staff changes led to inconsistencies in the quality of teaching in recent years, especially in Years 3 to 6.
- Although strongly improving, the quality of teaching and learning is not yet consistently good enough to ensure all pupils achieve well. In Years 3 to 6, weak teaching of reading, writing and mathematics skills in the past restricted learning. Although teaching has improved in these subjects, pupils are still catching up on skills they should have learnt previously.
- There is inconsistency in the level of challenge in the planned activities. On a minority of occasions, work is too difficult for the least-able pupils to complete without adult help. On others, it is too easy for the most-able pupils and limits their progress.
- The staff team in Reception are highly skilled practitioners who continually look for the best way to help children learn. Teaching in early years is excellent because staff adjust activities regularly to ensure children make the best progress they can.
- Children in Reception become confident learners quickly. In other year groups, teachers do not always build on these good learning skills well enough. Pupils have too few opportunities to make decisions about how to plan and carry out their own work, for example in deciding which type of mathematical calculation to use.
- The effective adaptation of programmes of work to include new government requirements has improved the teaching of important reading, writing and mathematics skills. Teaching in Years 1 and 2 is now consistently good.

- The teaching of phonics (the sounds letters make in words) has improved and is now good. This has enhanced the development of reading skills across the school.
- Teachers are uniformly good at managing behaviour in lessons. Lessons are rarely interrupted by poor behaviour and little time is wasted.
- Teachers and learning support assistants demonstrate and explain new skills or ideas well and use resources effectively to help pupils understand. They question pupils well to extend their learning, but sometimes give too much help to pupils who find a task difficult, including those who have special educational needs, instead of encouraging them to work things out for themselves.
- The specially designed group and individual activities for disabled pupils and those who have special educational needs, and those for disadvantaged pupils, are carefully tailored to their needs and good teaching enables pupils to learn well. The support for these pupils in class lessons is less effective.
- Teachers mark pupils' work helpfully to show pupils how to improve. They make good use of pupils' individual targets to encourage and measure their progress. However, the majority of teachers' expectations of the way pupils should present their work are too low. Some pupils' handwriting is very difficult to read.

### The achievement of pupils

### requires improvement

- In the Year 6 national assessments for the last three years, attainment has been below the national average. These pupils did not make sufficient progress from the end of Year 2.
- Pupils currently in Years 3 to 6 are making faster progress than in previous years, but it is not yet consistently good in all subjects and year groups. Although attainment is rising, standards in Year 6 remain below average in reading, writing and mathematics because there are still gaps in pupils' skills and knowledge caused by slow progress in the past. Not enough pupils exceed the levels expected for their age.
- Pupils make good progress in Years 1 and 2 in reading, writing and mathematics, building effectively on the excellent start to learning in Reception.
- In writing, leaders have successfully ensured that pupils use language more effectively to express their ideas in a range of styles and for different purposes. A strong emphasis on developing spoken language helps pupils to use the correct grammar. However, weak handwriting, spelling and punctuation still spoil some pupils' work.
- A strong emphasis on developing calculation skills is raising achievement in mathematics. Pupils make accurate calculations when working with measures and data. However, they do not have enough opportunities to decide how to use their skills effectively in different situations or when solving problems. This limits their attainment.
- Progress in reading has improved more rapidly than in writing and mathematics due to the effective teaching of phonics. Results in the Year 1 phonic check are rising and on course to be at least average this year. Attainment in reading is average by the end of Year 2.
- Due to weaker teaching of reading in the past, too few pupils reach the higher levels in national tests, although standards overall are rising.
- The most-able pupils are given suitably challenging work and now make the progress they should. In Years 5 and 6 their attainment is still limited by the slower progress they made in the past.
- Disadvantaged pupils make good progress because of the effective programmes in place to help them catch up. In 2014 their attainment exceeded that of their classmates in reading, writing and mathematics. In mathematics they had already closed the gap on other pupils nationally and were only two terms behind them in reading and writing.
- Disabled pupils and those who have special educational needs make good progress in the special group or individual activities to help them catch up. Their progress is not good overall because the support in class lessons is not always effective.
- The very small proportion of pupils from different ethnic backgrounds and those who speak English as an additional language make the same progress as their classmates.
- Good use of the additional funding to support pupils' well-being through physical education and sport has a positive impact on their achievement. Pupils now achieve success in sporting competitions, for example, in basketball.

**The early years provision****is outstanding**

- Reception children make outstanding progress, especially in their personal development and communication and language skills. The large majority reach a good level of development by the end of the year.
- Adults have an excellent understanding of how children learn and consistently high expectations of what they should achieve. Consequently, the learning environment is exceptionally well organised and activities very well planned.
- Extremely good relationships with parents and the local pre-school help children settle quickly into school. Parents are full of praise for the way that staff work with them to support their children's learning and development. Applications for places are rising well as a result.
- There is a very strong emphasis on helping children to become good learners. Their personal, social and emotional development is given high priority. Children quickly learn how to behave appropriately in different situations. Their relationships with adults and other children are excellent. Children develop exceptionally good attitudes to learning and are very well prepared for the learning they will undertake in Year 1.
- The majority of children enter Reception with skills below those typically seen at this age. Staff rightly emphasise the development of language and communication skills. Very good opportunities for discussion and extending children's vocabulary ensure children make exceptionally good progress in this aspect.
- Phonics is exceptionally well taught. Children confidently sound out new words they read and use the correct letter patterns in spelling. Adults make writing an exciting activity so children eagerly participate in the many opportunities available. Their handwriting develops especially well.
- At the time of the inspection, the majority of children could count to 20 and undertake simple addition and subtraction. They accurately name different shapes and the number of sides and corners these have.
- The classroom and outdoor area are very effectively organised to support all aspects of learning. During the inspection, children used different materials to build structures, comparing size, strength and shape. They greatly enjoyed acting out stories, investigating plants and learning to balance safely.
- Staff are extremely vigilant in ensuring children's well-being and safety. This is especially notable because of the many visits children make to the local area which greatly enrich their learning. Children themselves become very aware of how they can keep safe, for example when riding wheeled toys.
- The on-going assessment of children's progress ensures that activities are continually adapted to help children make the best progress they can. The teacher revises lesson plans, as required, throughout the day.
- Leadership is outstanding. Staff continually seek ways to make children's experiences even better and work effectively to achieve this.

## 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>	118185
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	453651

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>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hayes
<b>Headteacher</b>	Nicki Mobley
<b>Date of previous school inspection</b>	19–20 March 2013
<b>Telephone number</b>	1983 753267
<b>Fax number</b>	1983 756421
<b>Email address</b>	admin@allsaintscepri.iow.sch.uk

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