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J Trampnow
Headteacher
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Dear Miss Trampnow

Short inspection of All Saints' Church of England Voluntary Aided Primary School

Following my visit to the school on 3 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since your appointment in September 2014, you have worked tirelessly with staff to raise expectations of what pupils can achieve. You have worked effectively, with other school leaders, to improve the quality of teaching and you have also overseen the introduction of a new improved curriculum, which inspires and motivates pupils to work hard. The improvements you have made are reflected in the quality of work seen in pupils' books, in the Key Stage 1 results and in the increasing proportion of pupils who attained the expected level in reading, writing and mathematics at the end of Key Stage 2 in 2015; the highest results ever achieved at the school.

At the previous inspection, inspectors identified some weaknesses in the way that teachers planned lessons. They also raised concerns about the quality of feedback that teachers provided, saying that it did not always help pupils to understand what they needed to do to improve further. As a result of the actions you have taken, teachers now plan effectively and use assessment information well to ensure that there is an appropriate level of challenge for all pupils. The quality of marking has also improved; pupils now receive good feedback from teachers, with helpful information about what they need to do to improve their knowledge, skills and understanding. Along with other school leaders, including governors, you have also ensured that the school has maintained its inclusive approach and nurturing ethos.

As a result of your work:

- the quality of teaching is now typically good or better
- the school's curriculum is broad and balanced and prepares pupils well for the next stage of their education
- pupils behave extremely well and enjoy learning
- members of staff are fully supportive of your drive for further improvements
- parents appreciate the school's work and rightly believe that it is well led and well managed.

You are ambitious for the school to become outstanding and recognise that further work is required if this goal is to be achieved. For example, the extra support provided for disadvantaged pupils is not yet making enough of a difference, and the gap between the achievement of these pupils and their peers is not closing quickly enough. You also acknowledge that recent improvements in the Early Years Foundation Stage need to be consolidated, and these improvements need to be reflected in the assessments made at the end of the Reception year. The plans that you have made to secure these and other improvements are detailed, and reflect your high aspirations for the school.

Safeguarding is effective.

Senior leaders, including governors, ensure that robust attention is paid to all safeguarding matters. Members of staff and governors receive appropriate and timely training in safeguarding. For example, training was recently provided for all members of staff on how to keep pupils safe from the dangers of extremism and radicalisation. Staff and governors do all that they can to ensure that pupils are well cared for, safe and protected. Appropriate checks are made on all adults who work with pupils at the school. The records that the school keeps are detailed and of high quality.

Inspection findings

- The effective leadership of teaching, learning and assessment is raising standards at the school. School leaders have taken firm action to address any weak teaching and improve the quality of the curriculum. As a result, teachers have high expectations of what pupils can achieve. This is due to an ongoing and relentless focus by school leaders on improving teaching and the rates of progress that pupils make in lessons. The quality of work seen in pupils' books indicates that pupils work hard, respond well to teachers' advice and are making good progress as a result.
- The systems used to check on the quality of teaching, learning and assessment are rigorous and effective. Judgements made about the quality of teaching and learning now give due attention to the progress that pupils are making. Senior leaders meet on a regular basis with teachers to discuss their

work and establish whether any pupils are falling behind. This is helping to promote improvements to pupils' learning and the progress that they are making across the school.

- The work of middle leaders is increasingly effective. The leaders of mathematics and English have a well-defined role in monitoring and evaluating their subjects. Subject leaders have also played an important role in the development of the new curriculum, putting together plans and training programmes to ensure that pupils have a broad experience of each subject. They have also ensured that there are stronger links between subjects. This is evident in pupils' books, where some high quality writing was seen arising from their work in history. Pupils were also observed using and applying good mathematical skills in computing.
- The school's curriculum prepares pupils well for life in modern Britain. Tolerance and respect are key elements of the school's ethos. This is exemplified in the way that religious diversity is celebrated. Each term a different class visits a place of worship from a major world faith. Following this, pupils report back to the rest of the school about what they have learned. Pupils from across the school also recently took part in class elections, as part of a project aimed at teaching pupils more about democracy. Regular trips and links with local organisations, such as The Jockey Club, provide pupils with exciting opportunities to find out about life in the wider world.
- Recent improvements have been made to the early years provision. The new Early Years Foundation Stage leader has ensured that children have access to a wide range of enjoyable activities, both indoors and in the outside area. Children have settled quickly, learned the new routines and developed good attitudes to learning. Regular assessments are made of the progress that children are making and careful planning is ensuring that they are challenged appropriately. School leaders and early years staff are working hard to ensure that the improvements in provision are reflected in the assessments that are made at the end of the Reception year.
- School leaders have worked effectively to improve attendance. Attendance rates fell below the national average in 2013 and 2014, and too many pupils were absent on multiple occasions during this period. The school has worked well with parents to stress the importance of regular attendance and make them aware of the impact of absence on a pupil's academic progress. The school now responds much earlier when a pupil's attendance is of concern. As a result of these actions, rates of absence have decreased and attendance was above average during the last school year.
- Pupils enjoy school, they behave well and have very good attitudes to learning. They are polite and courteous and dress smartly, showing pride in their uniform. They get on well with each other and take pride in their work and their achievements.

- Despite recent improvements to the end of Key Stage 2 results, school leaders, including governors, recognise that the standards being reached should be higher for some groups of pupils. For example, disadvantaged pupils do not always make enough progress to close the gap in attainment between themselves and their peers. You have already ensured that closer attention is being paid to this group of pupils and have put strategies into place to measure the impact of the additional support that they receive.
- The governing body is fully supportive of school leaders and values the positive impact that they have on the school. Governors are actively involved in school life and have a clear understanding of the school's strengths and the areas where there is need for further improvement. They receive regular high-quality reports from the headteacher, provide appropriate challenge and support the school. Governors share the headteacher's high ambitions for the school.
- Staff and parents are proud and supportive of the school. They rightly believe that it is well led and managed, that pupils behave well and that teaching is good. All of the parents who responded to Parent View (Ofsted's online questionnaire) would recommend the school to another parent.

Next steps for the school

Leaders and governors should ensure that:

- disadvantaged pupils receive effective support, which helps them to make better progress and catch up more quickly with their peers
- children's achievement at the end of the Early Years Foundation Stage continues to improve.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Suffolk local authority. This letter will be published on the Ofsted website.

Yours sincerely

Paul Tomkow
Her Majesty's Inspector

Information about the inspection

I met with you and other school leaders, four members of the governing body and school staff. I spoke to a representative of the local authority on the telephone. I

looked at work in pupils' books from across the school and together we observed teaching in five lessons. I also met with pupils from Years 1 and 6 to discuss the school's computing curriculum. I scrutinised documents relating to the school's safeguarding and child protection arrangements and looked at the single central record. I looked at some of the reports you have written to governors, the school's self-evaluation and the improvement plan. I also looked at information about pupils' attendance, behaviour and welfare. I considered the views of the 26 parents who had responded to Parent View and analysed 21 responses to Ofsted's staff questionnaire.