

All Saints Featherstone CofE (VA) Junior Infant and Nursery School

North Close, Featherstone, Pontefract, West Yorkshire WF7 6BQ

Inspection dates	15–16 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Governors consistently challenge the school and hold senior leaders to account. They know the school very well.
- Pupils behave well and show care and consideration towards others. They say they feel safe in school and that school keeps them safe.
- Pupils' spiritual, moral, social and cultural development is strong.
- Pupils' personal development, behaviour and welfare are good. Pupils are polite and courteous to each other and to adults and have positive attitudes to learning.
- Outcomes for pupils are now good.
- Current pupils' progress is consistently good and improving across all year groups in school.
- The quality of teaching has improved. It is now typically good and sometimes even better.
- Children in the early years foundation stage develop skills that allow them to play and learn happily together. They are well prepared for when they start in Year 1.

It is not yet an outstanding school because

- While outcomes for pupils are good, occasionally the most able pupils are not sufficiently challenged to enable them to achieve their highest potential.
- Sometimes, pupils do not always read, understand or act on the feedback given by teachers on how to improve.
- Attendance has improved during this academic year. However, there are a small number of pupils who do not attend regularly.
- Teaching does not always ensure that enough pupils across all year groups and subjects exceed expected progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to secure better outcomes for all pupils by:
 - providing appropriate challenge, particularly for the most able, so the pace of learning in lessons is sustained
 - ensuring pupils understand and use the guidance they are given by teachers to improve their work.
- Continue to work with the small group of pupils with lower attendance rates, and their families, to reduce absence from school so important learning is not missed.

Inspection judgements

Effectiveness of leadership and management is good

- The school's curriculum is broad and balanced. Pupils' strong personal development is, in part, due to a curriculum that strongly contributes to their good spiritual, moral, social and cultural development and prepares them well for life in modern Britain.
- Since the previous inspection, middle leaders' roles have been a priority for development, resulting in their being more effective. They are now more involved in checking the amount of progress pupils make through observing teaching, checking pupils' work, analysing pupils' performance and leading training. This has greatly enhanced leadership capacity. They identify best practice in their areas of responsibility and share this work widely across the school.
- Senior leaders have an accurate view of what the school does well as a result of ongoing, extensive and rigorous monitoring of the school's performance. They have identified areas that require further improvement, such as mathematics and provision for the most able, and show drive and determination to ensure continual improvement occurs.
- Staff performance is led effectively. Staff have challenging targets for their own professional development, linked to school priorities.
- Leaders and managers ensure that pupils' progress is carefully tracked. These regular checks ensure that pupils who are not doing as well as they should are identified and additional support is put in place to help them make better progress.
- The primary physical education and sports funding is used well to promote pupils' health and well-being as well as their sporting skills. Pupils have access to a wide range of sporting activities and competitions. Training is provided for staff to enable them to enhance their skills. External agencies also provide activities during holidays, which pupils thoroughly enjoy.
- The pupil premium is used effectively to support the learning of disadvantaged pupils. The school has identified this as a priority as there were gaps in the achievement of disadvantaged pupils and their peers in some year groups. The funding has been used to employ additional teaching support in Year 6. The impact of this can be seen, for example, when disadvantaged pupils made better progress than their peers in Year 6 in 2015, enabling them to catch up.
- Links with parents are positive, particularly in the early years. Parents appreciate that the school gives all children an equal opportunity to succeed and does not tolerate discrimination of any kind. Nearly all the parents who completed the online questionnaire agreed that they would recommend the school to another parent and that their child was happy in All Saints.
- Training for all staff is carefully planned to meet both individuals' professional needs and whole-school priorities. Individual performance management objectives for staff are challenging, reflecting the high expectations of the school.
- **The governance of the school**
 - There have been a number of changes in the membership of the governing body since the previous inspection, including the appointment of a national leader of governance as the chair. Governors now provide the appropriate levels of support and challenge to senior leaders. They visit the school to gain first-hand information and carefully consider the information provided for them by senior leaders and middle managers. They have a secure understanding of the strengths of the school and also areas where it can improve.
 - Governors bring a good range of skills and knowledge to their roles and they use these well to ask searching questions of school leaders. Through the training they receive, governors have a good understanding of the performance information and know how pupils, including different groups of pupils, are doing in the school.
 - Governors have worked with the headteacher to improve the quality of teaching since the previous inspection. They have a clear understanding of the quality of teaching and its impact on outcomes for pupils. Governors know about the management of teachers' performance and the links between this and teachers' pay progression.
 - Governors manage the finance and resources that are available to the school effectively, including the pupil premium, and know of the impact of spending on pupil achievement.
- The arrangements for safeguarding are effective. Leaders, governors and staff work closely to ensure that pupils are safe. All staff receive regular training on safeguarding and are aware of how to identify whether pupils are at risk and of the reporting procedures if they have any concerns. Almost all parents responding to Ofsted's online questionnaire, 'Parent View', say that their children feel safe at school.

Quality of teaching, learning and assessment is good

- Evidence from pupils' work and observations of teaching and learning show that the quality of teaching has improved since the previous inspection. Teaching is typically good now and is sometimes even better.
- A strong feature of lessons is the very calm and purposeful atmosphere for learning across the school, with teachers and teaching assistants establishing strong working relationships with their pupils. Expectations are high and pupils have good attitudes to learning and they strive to do their best. Pupils work together well and share their views and ideas. For example, pupils in a Year 6 lesson were engaged in deep discussions regarding important people from the Middle Ages following a session of independent research.
- The quality of marking of pupils' work has improved since the previous inspection, in line with the school's policy on marking. Pupils are given guidance on how to improve their work. However, they are not consistent in responding to this guidance, and this hinders their understanding and progress.
- Teachers have high expectations of what pupils can achieve and usually ensure that the pace of learning and level of challenge enable pupils to concentrate and be fully involved in their learning. Occasionally, the learning of some pupils is not fast enough or is too variable due to insufficient challenge, especially for the most able pupils. As a result, the pace of learning slows and pupils, including the most able, lose concentration. This variability over time has resulted in pupils' rates of progress not accelerating quickly enough, especially at the end of key stage 2.
- Teachers question pupils skilfully and regularly check their knowledge and understanding. This allows them to change or modify the next steps in pupils' learning in order to secure good progress.
- Opportunities are provided for pupils to apply their skills in a variety of ways and in a number of different subjects.
- Adults know the particular requirements of pupils with special educational needs and disability very well. This enables adults to adopt their approach when supporting individuals and small groups to ensure that these pupils learn as well as they can.
- Pupils learn a range of calculation skills to solve mathematical problems, including word problems, and are able to extend their mathematical vocabulary. In a Year 4 mathematics lesson on fractions, for example, pupils worked in pairs to identify geometric shapes and were able to apply a wide range of mathematical knowledge and skills to explain different concepts to one another.
- The teaching of phonics (letters and the sounds that they make) and reading is a strength. Pupils use their phonics knowledge well to tackle unfamiliar words and are learning their key words well in the younger classes.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take more pride in the presentation of their work than was evident at the time of the last inspection. Most pupils' books are well presented and show that they have good attitudes to learning.
- Pupils have a good awareness of different types of bullying, including racist and homophobic bullying and cyber bullying. Pupils say that bullying is rare; this is confirmed by the school's behaviour records, which show very few incidents and poor behaviour.
- Pupils are confident, sociable and caring of each other in school, but also for those less fortunate than themselves, both in the local community and further afield.
- Pupils are taught about healthy lifestyles, including healthy eating. The various sporting activities, including clubs, contribute effectively to the physical health and well-being of pupils. Pupils enjoy attending the breakfast club, which provides a safe and healthy start to the day.

Behaviour

- The behaviour of pupils is good. This has improved since the last inspection. Pupils behave well in lessons. Interruptions to learning are very rare and consequently pupils' progress is good.
- The school's breakfast club encourages pupils to be punctual and to attend more regularly. This gives the pupils the chance to start the day in a very calm and relaxed manner, which helps ensure that they are ready to learn when they start the day's lessons.
- Pupils' attitudes to learning are very good. They strive to succeed, are engaged and motivated to learn

and value the contributions of their classmates.

- Most parents responding to 'Parent View' agree that the school makes sure its pupils are well behaved.
- Pupils conduct themselves responsibly as they move around the school.
- The school has worked hard to raise the level of attendance. Nonetheless, there are still a number of pupils who do not attend regularly enough.

Outcomes for pupils

are good

- Pupils' achievement is good and improvements in teaching are leading to pupils making better progress throughout the school. The school's own information shows that, since the previous inspection, pupils have made good progress throughout the school in a range of different subjects. The current pupils are also making good progress, including in reading, writing and mathematics. This is confirmed by the good progress seen in pupils' books and observations of learning across the different year groups.
- The school is quick to identify any pupils who are at risk of falling behind. Staff then make effective provision for them, either within the class, in small groups or individually. This includes those pupils who have special educational needs and disability. These pupils make good progress from their starting points because teachers give them activities that are well matched to their ability and needs.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check in 2015 was above the national average. The teaching of phonics is strong in the school and pupils' knowledge of the sounds that letters make is helping them to enjoy reading. As a result, pupils make good progress in reading.
- Progress is accelerating in key stage 2. Current pupils are now making good progress in their learning from their individual starting points. By the end of Year 6, pupils are well prepared for secondary school, both in terms of their achievement and in their knowledge of how to be a successful learner.
- Leaders are committed to ensuring that the progress of disadvantaged pupils is in line with that of their peers. The school's current assessment information and pupils' work seen during the inspection indicates that disadvantaged pupils are making good progress from their different starting points. School records indicate that the gap between the attainment of these pupils and other pupils is closing.
- The most able pupils are not challenged well enough over time to make the rapid progress they should.

Early years provision

is good

- Children in the early years get off to a good start. Children enter Nursery with skills and abilities which are broadly typical of children of their age. They settle quickly into class routines and are keen and eager to learn and explore the environment around them. There are good relationships with parents and carers from the start and they are consulted about what their children know and can do. Parents contribute information from home so that staff can follow up on children's interests.
- Building on this start, all groups of children go on to make good progress, including children with special educational needs and disability. The work and activities spark imagination and enjoyment.
- Children quickly learn the essential social and emotional skills. They are able to share, take turns, concentrate and apply themselves to tasks. In the Reception class they show good levels of maturity and can concentrate for relatively long periods of time. This underpins their strong progress in all areas of learning.
- There are highly positive relationships between staff, children and parents. This helps children to quickly become confident learners and have a positive attitude to school. During the inspection, children worked happily and cooperatively together, with some organising themselves as building workers in the outside area.
- Links between home and school are very strong. Parents are kept up to date about the progress of their children through bright and informative learning journey books.
- Confident and experienced staff encourage children to experiment and become independent through well-established and consistent routines. Activities are organised so that there is an effective balance of activities led by adults and those chosen by the children, to explore and practise skills as they play.
- Interactions between adults and children are good and help to develop children's speaking and listening skills. A range of thoughtful questioning designed to extend children's vocabulary and responses was observed, as adults worked and played alongside children to extend their learning.
- Leadership and management of the early years are good. The curriculum is improving and this is ensuring

that rates of progress are increasing. There are effective procedures in place to keep children safe and children have a good understanding of how to keep themselves safe.

- Basic skills in reading, writing and mathematics are promoted effectively. Activities and topics are carefully planned to take into account children's interests. During the inspection, a group of children worked collaboratively in the sand tray to build houses for mini-beasts. One said, 'I'm making a mushroom house for the lobster. It's got eight legs.' He counted carefully to check.

School details

Unique reference number	108257
Local authority	Wakefield
Inspection number	10011969

This inspection 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	204
Appropriate authority	The governing body
Chair	John Hanson
Headteacher	Jean Preston
Telephone number	01977 722 600
Website	www.allsaints.wakefield.sch.uk
Email address	admin@allsaints.wakefield.sch.uk
Date of previous inspection	11–12 March 2014

Information about this school

- The school is slightly smaller than the average-sized junior, infant and nursery school.
- The vast majority of pupils who attend are of White British heritage. There is a below-average proportion of pupils from minority ethnic heritages. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is above the national average.
- The proportion of pupils who have special educational needs and disability receiving support is above the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is just above the national average.
- The school provides a breakfast club each day for its pupils.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed pupils in 22 lessons, of which one was a joint observation with the headteacher. The inspectors also heard pupils read and looked at pupils' work in their books and on display.
- Meetings and discussions were held with the headteacher and deputy headteacher, middle leaders, members of the governing body and a representative from the local authority.
- The inspectors met with a group of pupils, observed playtime, lunchtime and breakfast club, and talked with pupils and staff around the school.
- The inspectors examined a range of school documents, including information on pupils' progress across the school, development plans, minutes of governing body meetings and checks on the quality of teaching. They also examined the school records relating to behaviour, safety and attendance.
- The inspectors took account of 42 responses received from parents to Ofsted's online questionnaire 'Parent View'. In addition, inspectors spoke with parents in the playground at the start of the school day and considered several letters from parents.

Inspection team

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