

# All Saints Academy

Wretton Road, Stoke Ferry, King's Lynn, Norfolk PE33 9QJ

## Inspection dates

11–12 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching, learning and assessment varies across the school and in some curriculum subjects, in particular in reading and writing.
- The proportion of most-able pupils who reached the higher standard in reading and writing by the end of key stage 2 was below the national average for the previous two years.
- Pupils do not achieve as well in reading as they do in mathematics. Teachers do not provide sufficient opportunity for pupils to practise their reading skills across the curriculum.
- After a period in which the school has had no local governing body, this aspect of leadership is new and as yet unproven.
- The achievement of pupils in key stage 1 varies. In reading, writing and mathematics, fewer pupils than found nationally reached the required standard in 2016 and 2017.
- Some teachers do not use assessment information well enough to plan learning activities that meet the needs of the mixed-aged classes.
- Adults do not insist on the best presentation and handwriting. Consequently, some pupils do not demonstrate their skills and abilities as well as they could.
- A very small minority of parents do not share the confidence of others in raising concerns, or in the good work of the school.

### The school has the following strengths

- The positive effect of new leadership is highly evident. Leaders have an accurate view of the school's strengths and weaknesses.
- Pupils are safe and well cared for. Leaders ensure that all safeguarding processes are in place and pupils' welfare is a priority.
- The teaching of mathematics is strong. Pupils make very good progress. The proportion who reach the required and higher standard is above that found nationally at the end of key stage 2.
- Children get off to a flying start in the early years class. Adults know them well and plan exciting activities that meet children's interest and needs well.
- Pupils are polite, well mannered and very welcoming. They are proud of their school and the many friendships they have.
- Pupils' spiritual, moral, social and cultural education is very well developed. Pupils are happy and cared for well.

## Full report

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

- Improve pupils' achievement by:
  - ensuring that more pupils, especially those who are most able, reach the higher standards in reading and writing by the end of key stage 2
  - ensuring that the proportion of pupils who reach the required standard by the end of key stage 1 in reading, writing and mathematics is at least in line with the national average and demonstrates good progress from early years.
- Raise the quality of teaching, learning and assessment by:
  - improving the quality of the teaching of writing to mixed-age classes so that the most able excel and the less able are appropriately supported
  - adults insisting on consistently good handwriting and presentation skills in pupils' work
  - ensuring that adults teach reading across the curriculum, as well as in English, so that pupils can apply their skills in a range of ways.
- Improve the quality of leadership and governance further by:
  - the academy trust ensuring that a new local governing body is trained and supported to become fully effective
  - communicating the good work of the school effectively to parents so more of them have full confidence in the leadership.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The school has experienced significant leadership changes since converting to an academy in October 2014. Following the retirement of the previous headteacher, the school formed a partnership with an outstanding school within the Diocese of Ely Multi-Academy Trust in September 2016. Both schools share a headteacher and other senior leaders. The new leadership team has good capacity for further improvement.
- The headteacher has quickly and accurately identified the quality of current provision. It is clear from leaders' own analysis that they have accurately identified underperformance in teaching and in outcomes for pupils in both key stages 1 and 2. The impact of leaders' actions can already be seen in the improved outcomes for pupils, in 2017, in both early years and in phonics.
- Together with the deputy headteacher, the headteacher demonstrates a tenacious determination and clear plans and targets for ongoing improvement. Leaders are tackling poor performance and have high expectations of staff and pupils alike.
- Middle leadership is effective. Subject leaders for English and mathematics are supported well by the partner school. They use their subject-specific plans appropriately to accelerate improvements. In mathematics, pupils are making better progress as a result of leaders' work in the planning and teaching of the curriculum. Leaders have made changes to the teaching of reading, but it is too early to assess the effect of these changes.
- The quality of pupils' spiritual, moral, social and cultural education is a strength. The core curriculum is enhanced by additional visits and trips such as visiting Ely Cathedral, or by joining the partner school for an art day. Pupils particularly enjoy the regular opportunities to raise money as part of their community charity work. Cultural events, such as a visiting storyteller to celebrate Black History Month, help pupils to understand a diverse and modern Britain.
- Physical education and sport premium funding is used effectively to provide a wide range of additional sporting experiences for pupils. Pupils are very proud of their sporting achievements and successes when competing with other local schools. Staff receive training to improve their skills in teaching sport.
- Leaders use additional funding well for disadvantaged pupils. Leaders carefully and considerately identify the barriers for learning that these pupils face. Often the progress that disadvantaged pupils make is equal to and, at times, better than that of other pupils. There are too few disadvantaged pupils in each year group to comment on their achievement without identifying them.
- The leadership of provision for pupils who have special educational needs (SEN) and/or disabilities is improving. Better use of assessment information, pupil progress meetings and the evaluation of the effectiveness of the use of additional funding are starting to make a positive difference. Parents are involved in the setting of targets. The rate of pupils' progress against these targets is checked regularly. However, the work in pupils' books shows that they are not consistently provided with activities that are suitably matched to their individual needs. As a result, their progress is not yet good.

- Leaders ensure that teachers' performance is managed carefully and well. Staff receive professional development that increases their skills and abilities. For example, support staff in early years and key stage 1 have received appropriate training in the teaching of phonics to the younger pupils. They now teach specific lessons to pupils and so results in the Year 1 phonics screening check have dramatically improved. Teachers and support staff reflect well on their performance and produce evidence of their personal successes.
- Some teachers are not using assessment information well enough to ensure that the progress information that leaders hold is accurate and rigorous. Consequently, leaders are changing their assessment system so that it is in line with the system used across the academy trust. It is too early to assess the effect of this change.
- There were mixed responses from parents to the Ofsted online questionnaire, Parent View. The large majority of respondents said that they would recommend the school to other parents. However, a few parents expressed a concern that their children did not make as much progress as they could.

### **Governance of the school**

- The academy trust has ensured that the statutory duties of governance have continued to be fulfilled since the local governing body was dissolved in March 2017. Plans are under way to create one new local governing body that will hold the partnership schools to account. A new chair of governors is now in place and meetings are scheduled for the autumn term.
- Representatives from the academy trust visit the school regularly to check on the quality of teaching, learning and assessment. Currently, they are carrying out additional visits to the school than would usually be the case. This is because the academy trust acts in the capacity of the local governing body.
- Representatives of the trust's finance and human resources team support and challenge school leaders. They hold them to account well for the effective use of funds.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that statutory child protection training and policies are in place. All staff are alert to their responsibilities to safeguard pupils. Adults receive regular, useful updates from the headteacher and other senior leaders who are responsible for this aspect of the school's work.
- Child protection records are kept appropriately and demonstrate that leaders follow through concerns to ensure that pupils who are at risk of harm are cared for well.
- Processes and procedures for the recruitment of staff are compliant with current legislation. The academy trust regularly checks the school's work on safeguarding to satisfy the trustees that all the necessary documentation is in good order. School leaders are quick to respond to feedback and act on the appropriate guidance provided from audits.
- Adults teach pupils how to keep safe. Pupils told the inspector that they feel safe. Older

pupils explained how school staff teach them about keeping safe when using the internet. Pupils are confident that an adult at school would listen to them seriously and help if they had any concerns.

## Quality of teaching, learning and assessment

**Requires improvement**

- Some teachers do not use assessment information as well as they should to plan learning that consistently meets the needs of the mixed ages and abilities in classes. As a result, pupils do not make as much progress as they could from their individual starting points.
- In the teaching of writing, teachers do not use their subject knowledge well enough to challenge the most able pupils. These pupils are not expected to write at a higher standard than others in the mixed-age class.
- The teaching of handwriting varies. Adults' expectations of presentation are not always high enough and teachers do not consistently pick up untidy work. Consequently, pupils, especially boys, are not able to provide the necessary evidence to demonstrate that they work at age-related expectations across key stage 2.
- Pupils' progress in reading in key stage 2 is not as strong as it should be because the quality of teaching varies. Some pupils do not display the fluency that is expected for their age or ability. Younger pupils who read to the inspector were less secure when using phonics in attempting to read unfamiliar words.
- The quality of teaching, learning and assessment in subjects other than English and mathematics is mixed. Pupils enjoy the practical learning they receive, for example in science. Too often, the activities pupils complete lack challenge, or the creative approaches that allow the most able pupils to excel. Worksheets require the same effort and completion for all pupils in the class, irrespective of their age or ability.
- The quality of teaching in mathematics is stronger than that in English. This is because staff are much clearer with their expectations and challenge for the most able pupils. Consequently, pupils' achievement in mathematics is more consistent across key stage 2.
- Additional staff are used mostly to support individuals and small groups of pupils. Pupils who have SEN and/or disabilities receive care and guidance, particularly in core subjects. However, the progress that these pupils make is mixed because they do not demonstrate their independence well enough.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In assembly, pupils are respectful and reflective and demonstrate maturity when they consider issues such as friendship and forgiveness. In one assembly seen during the inspection, pupils responded to questions demonstrating consideration and kindness to the feelings of others.

- Older pupils have additional roles and responsibilities as part of the pupil parliament. These pupils are very proud of their local charity work and ideas to help to improve the school further. For example, pupils were pleased with the amount of food they took to the foodbank following the Harvest service.
- Pupils understand that differences are positive and that everyone is accepted at All Saints Academy. One pupil explained: 'It doesn't matter what kind of family you have, you will fit in well here and make friends.'
- Parents say that their children are happy at school. Pupils demonstrate a desire to learn and achieve well. One pupil commented: 'If we make a mistake, then we look at it together because mistakes are good and we learn from them.'

## Behaviour

- The behaviour of pupils is good.
- In classes, pupils are well behaved and follow instructions appropriately. They are polite, well mannered and get along with each other. Older pupils, in particular, demonstrate positive attitudes towards their learning.
- Pupils are articulate. They speak easily and proudly about their school. They complete work even when the purpose for learning is unclear, or the activity is uninteresting.
- Pupils' attendance is in line with national averages. Where pupils have been persistently absent, there are processes in school that leaders follow rigorously. This is resulting in better attendance for these pupils. Leaders use additional pupil premium funding to support the attendance of disadvantaged pupils. This is having a positive effect.
- Incidents of poor behaviour are rare, but where these occur, leaders deal with concerns compassionately and well so that individuals' best interests are maintained.
- Parents have mixed views about how well pupils behave and whether bullying is dealt with effectively. During the inspection, no evidence was found of any concerns that were not dealt with consistently well. Pupils were unanimous in saying that bullying does not happen at school. If they were concerned, they said that they knew that their concerns would be taken seriously if they told an adult in school.

## Outcomes for pupils

## Requires improvement

- The most able pupils do not achieve as well as they should. This is particularly the case in reading and writing. In 2016 and 2017, the proportion of pupils who reached the higher standard at the end of key stage 2 was below that found nationally.
- Pupils' progress in key stage 2 in writing in 2017 was average. Work in pupils' books demonstrates that the progress they are currently making remains variable and does not show that enough pupils are making good progress.
- In 2016 and 2017, the achievement of pupils, by the end of key stage 1, was below average in reading, writing and mathematics. This does not demonstrate good progress for these pupils from the end of Reception. Leaders have changed the teaching arrangements for this academic year. It is too early to assess the impact of

these changes. However, pupils in Year 1 are now receiving the quality of provision they need to excel.

- Leaders recognise that pupils' work in subjects other than English and mathematics is not yet as good as it should be. This is because the standard of teaching and expectations of pupils' learning are not as consistently strong. Pupils complete the same work and activities irrespective of ability.
- Pupils' achievement in the Year 1 phonics screening check in 2017 was above the national average for the first time in three years. Although not all pupils are yet secure with using their sounds when reading, younger pupils are becoming more familiar with applying these skills.
- The progress that pupils who have SEN and/or disabilities make is mixed. At times, additional adults are used too frequently to support the less able in class. As a result, these pupils' books contain little work that is carried out independently to show their skills and abilities.
- In key stage 2, in 2016 and 2017, the progress pupils made in mathematics was significantly above that found nationally and so demonstrates the capabilities of pupils. The proportion of pupils who reached the expected standard in mathematics has been above the national average for the previous two years. This is also the case for the most able pupils.
- In general, disadvantaged pupils make similar or, at times, better progress than other pupils. Owing to the small number of disadvantaged pupils in each class, it is not possible to compare their progress with that of other pupils nationally at the end of a key stage.

## Early years provision

**Good**

- Children start well in early years. From their individual and often typical starting points, they make good progress. The proportion of children who achieve a good level of development has been rising over the previous three years and was above the national average in 2017.
- Parents are happy with the start of their children's education. One parent commented: 'My daughter is in Reception and has thoroughly enjoyed her first term, wanting to learn her phonics and write everything displaying her new skills. I am a happy parent.'
- Staff have changed their practices and ensured that the transition into school was effective this year. They carried out visits to homes and pre-schools so that children felt more confident when they started school. As a result, this year, children have settled quickly and well. They follow routines and expectations exceptionally well.
- Adults use assessment information effectively to plan learning that meets the needs and interests of individual children. Staff know the children well. Learning activities spark children's enthusiasm and provide a wealth of opportunity for them to write and practise their number skills.
- Children in Reception are keen to learn and enjoy their learning. They talk to each other easily and well, using their imagination to decide games and develop friendships. For example, some boys were making 'vacuum cleaners' with bricks. Their use of

vocabulary was beyond that expected for their age. On another occasion, a child enthusiastically explained: 'I am planting seeds,' and added that, 'it will grow into a pink flower'.

- Through the teacher's careful and well-considered modelling, children are learning their sounds and writing skills easily and well. Children then use their knowledge and understanding to practise their skills independently both inside and outside the class. Children's achievement in reading and writing is improving year on year.
- The leadership of the early years provision is effective. Adults work well with colleagues across the partnership and with external advisers. They are focused appropriately on helping children to learn and excel. The quality of teaching and learning in early years continues to improve.
- Recent improvements to the outside area are reaping rewards. Children practise their writing, mathematical and practical skills in an interesting and stimulating environment. Staff have worked successfully with brokered support to improve the environment. As a result, children are motivated and demonstrate a love of learning using the many resources available to them.

## School details

Unique reference number	141464
Local authority	Norfolk
Inspection number	10036111

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	Board of trustees
Chair	Jacqueline McCamphill
Headteacher	Katherine Howe
Telephone number	01366 501050
Website	<a href="http://www.allsaintsacademy.norfolk.sch.uk">www.allsaintsacademy.norfolk.sch.uk</a>
Email address	<a href="mailto:office@allsaintsacademy.norfolk.sch.uk">office@allsaintsacademy.norfolk.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school does not meet requirements on the publication of information on its website about the pupil premium review for 2016/17, and pupil premium information for this academic year.
- The school does not comply with Department for Education guidance on what academies should publish about clear links to policies such as the charging and remissions policy which are found on the trust website.
- This school is much smaller than the average-sized primary school.
- The proportion of pupils who are eligible for free school meals is below the national average.
- Most pupils speak English as their first language, and 10% are from minority ethnic groups.
- The proportion of pupils who have SEN and/or disabilities is below that found

nationally, while the proportion who have an education, health and care plan is above that found nationally.

- The school converted to an academy as part of the Diocese of Ely Multi-Academy Trust in October 2014.
- The school shares a headteacher and other senior leaders with its partner school, St Martin of Shouldham.

## Information about this inspection

- The inspector gathered a wide range of evidence to judge the quality of teaching, learning and assessment. This included observing learning in all classes, some of which were jointly seen with the headteacher and deputy headteacher. The teaching of phonics was observed and inspectors listened to Year 1 and Year 6 pupils reading.
- The inspector spoke with pupils formally and informally. The inspector scrutinised pupils' workbooks from a wide range of subjects to take account of the progress that groups of pupils make over time.
- The inspector scrutinised a range of documentation to evaluate the quality of leadership and management. The school's own evaluation of its performance and areas for improvement were considered.
- Meetings were held with the headteacher, deputy headteacher, subject leaders and representatives of the multi-academy trust.
- The school's child protection documentation was scrutinised, together with the recruitment checks made by school leaders when employing staff.
- Parental views were considered from 14 responses to Ofsted's online questionnaire, Parent View, together with 10 comments provided on the free-text service.
- The inspector took account of staff views from nine responses to their staff questionnaire. Pupils' views were also considered from three responses to an online pupil questionnaire.

## Inspection team

Kim Hall, lead inspector

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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