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Ms Nicola Osborne  
Headteacher  
All Saints Church of England Primary School  
St Catherine's Road  
Winchester  
Hampshire  
SO23 0PS

Dear Ms Osborne

### **Short inspection of All Saints Church of England Primary School**

Following my visit to the school on 9 May 2018, 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 January 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Supported by your skilful assistant headteacher, you understand the school's needs well and are continually striving to improve. You set high expectations for your staff and pupils. A large majority of parents and carers are very supportive of the school. As one parent commented, 'A lovely community school. Great discipline, very caring and the pupils make excellent academic progress; what more could you want?'

Pupils told me how much they enjoy coming to All Saints. They enjoy learning, behave exceptionally well and are polite. Pupils show the utmost respect towards one another and adults. They love many aspects of school life, including using the local stadium for sports lessons, the recent history day and how friendly everyone is. During the inspection, pupils in all classes were actively engaged in their lessons. Pupils told me their lessons are always fun. For example, in a Year 3 science lesson pupils excitedly told me about examining a pig's heart. They were applying what they had observed in practical work to a piece of writing, explaining why skeletons are important. As one parent wrote, 'I feel the school has an amazing, safe, vibrant, community feel to it. The children love their learning.'

The previous inspection report highlighted the school's many strengths, including high attainment, strong teaching and outstanding behaviour. These remain strengths. At the last inspection, leaders were asked to raise achievement in writing. In 2017, Year 6 pupils made progress in line with national progress in writing. However, you are not complacent and strive for your writing results to be as high as results in reading and mathematics. We agreed the need to sharpen school

improvement planning and evaluation so that you can make this work even more effective.

You, leaders and governors have an accurate view of what the school does well and what could be even better. In Year 6 in 2016, pupils' attainment in reading was below that seen nationally. Leaders responded swiftly to improve the teaching of reading. As a result, in 2017 the proportion of Year 6 pupils who attained the expected standard in reading, as well as the higher standard, was above that seen nationally. The progress that these pupils made in reading was well above the national average. However, the proportion of pupils that reached the expected standard in the Year 1 phonics screening check has been below the national average for the past two years. Leaders and governors acknowledge that there is still work to be done to ensure that phonics lessons challenge pupils effectively to ensure strong progress.

You also know that there is further work to be done to ensure that more pupils make rapid progress in mathematics in key stage 1.

### **Safeguarding is effective.**

You, leaders and governors have established a strong culture of safeguarding. Staff know the pupils very well and, as a result, any needs are identified quickly. Procedures are fit for purpose and day-to-day routines are secure. Any necessary actions are completed without delay. There are strong links with other agencies so that pupils and their families receive appropriate help when needed. Safeguarding training is regular. Staff understand their roles and responsibilities well.

During the inspection, I identified two discrepancies in the single central record. These oversights were addressed immediately, demonstrating leaders' and administrators' commitment to meeting statutory requirements. Staff who responded to Ofsted's questionnaire unanimously agreed that pupils are kept safe at the school.

Pupils say they feel safe in school and that their teachers always listen to them if they have a worry. They told me there is not any bullying, but if there were, 'adults are good at dealing with it'. Pupils have a strong understanding of how to keep themselves safe online.

### **Inspection findings**

- At the beginning of the inspection, we agreed to look at specific aspects of the school's work, including: the effectiveness of safeguarding; the progress pupils make in writing across the school; the quality of pupils' learning in phonics; and how effectively leaders have improved standards in mathematics in key stage 1 and early years.
- My classroom visits, including the scrutiny of pupils' work, showed that pupils are making strong progress in writing. There are many examples of pupils writing at length to a high standard across the curriculum. Pupils edit their work diligently and could clearly explain to me how to improve their work. Their handwriting and

presentation of work are of a consistently high standard. Leaders' school improvement planning shows that raising attainment and accelerating the progress pupils make in writing is at the forefront of leaders' actions. However, school improvement planning and evaluation are not as sharp and succinct as they could be. This means that governors are not able to fully hold leaders to account for pupils' outcomes and be fully strategic in their approach. You intend to develop the information provided to governors, so that together you can improve the school even further.

- Pupils enjoy their phonics lessons. You have provided effective staff training to ensure that subject knowledge of phonics is secure, and teaching is precise. Pupils who did not reach the expected standard in the Year 1 phonics screening check receive prompt and effective support to catch up. However, during our visits to lessons we observed that some pupils did not make as strong progress as they could have. Their starting points and current assessments were not taken into consideration well enough.
- In 2017 in Year 2, the proportion of pupils who met the expected and the higher standard in mathematics was below the national average. You responded swiftly to these results by investigating why this was the case and reviewing the key stage 1 mathematics curriculum. You are also further developing the capacity of middle leaders, to enhance their contribution to school improvement in mathematics. We identified, however, that there are not enough opportunities for pupils to develop their reasoning and problem-solving skills in mathematics. As a result, pupils are not challenged to deepen their learning and make more rapid progress.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- school documentation, including school improvement and self-evaluation, is sharp and succinct so that governors can ask the right questions and hold leaders to account
- pupils' starting points in phonics are considered more consistently to ensure that more pupils reach the expected standard in the Year 1 phonics screening check
- teachers provide activities that develop reasoning and problem-solving skills in key stage 1 mathematics, so that more pupils are challenged in their learning and progress is rapid.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Winchester, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Lea Hannam  
**Ofsted Inspector**

## **Information about the inspection**

During the inspection, I met with you and your assistant headteacher to discuss the school's effectiveness. Together, with your inclusion leader, we looked at the quality of pupils' work in books. You accompanied me on visits to lessons to observe pupils' learning, talk to pupils and look at their work. I considered 34 responses from parents to the online questionnaire, Parent View, and their free-text comments. I spoke to parents at the beginning of the school day. I also held a telephone conversation with the representative from the local authority. Responses to the staff and pupil questionnaires were also considered. I met with two governors, including the chair of the governing body, and with your pupil premium leader. I spoke to a group of pupils about their school. I evaluated the school's safeguarding arrangements. A wide range of documents was examined, including: the school's self-evaluation; school improvement planning; pupils' progress information; and various school policies.