

All Saints School

School Road, Lessingham, Stalham, Norwich, Norfolk NR12 0DJ

Inspection dates

22 May 2018

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h)

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g)

- In November 2016 and subsequently in the progress monitoring inspection in May 2017, inspectors identified that school policies were typically out of date and not being implemented well enough throughout the school. This was in particular reference to the school having an appropriate curriculum policy alongside plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan.
- The previous monitoring inspection found that policies were up to date and being applied effectively to inform the school's work. However, plans and schemes of work had not been adapted appropriately to meet the varying needs of all pupils, particularly with regard to those pupils with an EHC plan.
- In the action plan submitted by the school to the Department for Education (DfE) and reviewed by Ofsted in September 2017, leaders undertook to: review and update the curriculum policy; review pupils' needs and revise their EHC plans; ensure that all staff were familiar with the pupils' EHC plans: and to make sure that all subject leaders reviewed their schemes of work. However, the action plan was judged to be unacceptable. There were no appropriate measurable success criteria by which to evaluate progress.
- The independent school standard relating to the curriculum remains not met. In addition, the independent school standard relating to teaching, previously met, is now not met.
- During this inspection, it was clearly evident that leaders are not ensuring that teachers plan programmes of work that meet the needs of pupils. This is particularly applicable to those pupils who are in key stages 2 and 3, and the growing proportion of pupils who have EHC plans. Although the headteacher ensures that all teachers have sight of pupils' EHC plans, targets are not tailored well to pupils' individual needs, nor do they have measurable success criteria.
- The headteacher has reviewed the considerable proportion of EHC plans for pupils in the

school. Forty of the current 57 pupils have EHC plans. Thirteen pupils are looked after and therefore require a personal education plan (PEP). While every effort has been made to review and update all of the plans within the appropriate timescales, there is no evidence that targets on the different plans inform teachers' planning of learning to meet individual pupils' needs.

- Leaders make minimal use of pupils' historical academic information to inform their current needs. As a result, teachers plan work that does not meet individuals' needs and pupils' progress is minimal. A recently introduced reading test is beginning to inform leaders as to pupils' needs. However, currently, teachers too often plan work that does not challenge pupils or move their learning on quickly enough.
- Leaders introduced a new assessment system in spring 2017. However, the system is not effective in providing information to support teachers' planning for individual pupils' needs. Leaders admit that this system has not been as effective as they had hoped. As a result, leaders are unable to show demonstrable progress for the vast majority of pupils. Nor are they able to demonstrate that pupils' needs are being adequately met.
- The lead inspector observed pupils' learning in key stages 2 and 3 and spoke to pupils about their learning. There was little evidence that pupils were fulfilling their potential. Some pupils said that the work was too easy. They were not motivated to do as well as they are able. It is accepted that some of these pupils are very new to the school. However, there is no evidence of a baseline assessment upon which to begin to plan for pupils' individual learning. It is therefore unsurprising that pupils' needs are not being met.
- Leaders shared that the provision for key stage 2 pupils in particular, who they refer to as 'juniors', and for some in key stage 3, is not well developed. Teachers and supporting adults do not demonstrate that they have good knowledge and understanding of the requirements of the curriculum for pupils of this age and stage in their education.
- There is evidence to show that leaders provide older pupils with a variety of pathways that meet their needs. However, teachers are not using assessment information well to inform teaching for pupils in Years 7 and 8 in particular. Leaders admit that they have not been able to show progress for these pupils in a variety of subjects. Pupils spoken to during the inspection lack motivation and aspiration to do as well as they can.
- The work to ensure that children looked after, who require PEPs, is becoming more effective in providing for pupils' needs. Clear, measurable targets are in place to evidence academic, social and emotional progress. However, leaders rarely use these targets to inform pupils' individual plans. Similarly, teachers do not use the targets in tandem with EHC plans where appropriate. There are too many different plans to ensure that teachers' planning for learning is coherent.
- Leaders have not ensured that the independent school standards relating to the curriculum and teaching are met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(3), 32(3)(b)

- There are currently no pupils or any imminently being admitted to the school, who speak English as an additional language.

- The website is easy to navigate and there is clear access to the school's safeguarding policy.
- Leaders have ensured that this independent school standard is met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Despite the progress that was identified in at the previous progress monitoring inspection, some standards still remain unmet.
- Leaders have not responded to Ofsted's evaluation of the action plan, which was judged to be unacceptable. The action plan submitted to the DfE did not set out precise ways in which school leaders would measure the success of the plan and its impact on improving the school. Leaders have not revised the school's action plan.
- The headteacher and managing director do not fully know or understand the independent school standards. They do not effectively monitor the school's progress towards meeting the standards. As a result, they have not ensured that these standards are met consistently.
- At the previous progress monitoring inspection, it was unclear how leaders provide particulars of education provision for pupils who speak English as an additional language. The school now has a policy, which was introduced in July 2017 and is now published on the website. The school does not have any pupils who have English as an additional language.
- The local authority conducted a review of the school in November 2017. It was identified that there was insufficient rigour in the monitoring of teaching and pupils' progress, and implementation of actions to address weaknesses. Leaders have been very slow to respond to recommendations within the review. They are still not checking systems and procedures effectively.
- The headteacher is in the process of updating the school's action plan and improvement plan. However, areas for development that have been identified in the two plans do not match. There is confusion about which plan is being followed. There is no evidence of monitoring by directors. The impact of the actions taken is not well evidenced.
- The headteacher states that he conducts lesson observations and regularly visits classrooms. However, he also states that there is very little reliable assessment information to be able to judge the impact of teaching on pupils' progress over time.
- The self-evaluation of the school, in the form of the headteacher's termly report, is not sufficiently evaluative. Very little is reported about the quality of teaching and how it impacts on pupils' outcomes.
- Some pupils, although on roll at the school, are educated full time in a local provision. Leaders presented no evidence to show that they have a clear understanding of or report on the effectiveness of this provision for the school's pupils.
- Despite the introduction of a new assessment system a year ago, there is still no reliable assessment information used by either teachers or leaders. The headteacher does not have an informed overview of the school's strengths and weaknesses in teaching or pupils' outcomes, particularly for key stages 2 and 3.
- Directors do not challenge the headteacher sufficiently about the effectiveness of

provision for pupils and the impact this has on their outcomes, including the effective use of additional funding for the school's most vulnerable pupils. For example, directors do not check on the provision for pupils who have EHC plans. As a result, directors do not know how effective the provision is for the children looked after and those with EHC plans.

- The headteacher's evaluation of achievement for children looked after is more robust than other areas of the school's work. The PEPs contain clear information and targets for pupils' development. Leaders agree with inspectors that these targets are helpful in planning for pupils' individual learning. However, these targets are not linked to those in EHC plans or other plans. There is also no evaluation of the effective use of the additional funding for the children looked after.
- There is a group of pupils who are neither looked after nor have EHC plans. These pupils are often taught in the 'mainstream' classes. The lead inspector spoke to some of these pupils. They are keen to learn. However, they lack aspiration and are not sufficiently supported to achieve as well as they are able.
- Staff performance management procedures are now in place and have recently been reviewed. It is unclear how effective this new system is in holding teachers to account for pupils' progress. There is little reliable assessment information to demonstrate how teachers are meeting pupils' needs.
- Leaders have not ensured that this independent school standard is met.

Schedule 10 of the Equality Act 2010

- At the time of the previous inspection, the school had in place an accessibility policy, which inspectors evaluated as being unsuitable. This was because the plan did not sufficiently consider the needs of the potential admission of pupils with a disability.
- The school is now admitting pupils who have disabilities. While leaders are working well with parents to ensure that the provision caters for pupils' needs, there remains a lack of clarity as to how provision will continue to be developed.
- Inspectors previously found that timescales within the plan were unrealistic. Responsibilities for monitoring and evaluating the effectiveness and impact of the plan were unclear. During this inspection, the inspector found no evidence to demonstrate that either of these weaknesses have been addressed.
- Leaders have not ensured that this required is met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards and associated requirements

Standards that were not met at the previous inspection and remain unmet at this inspection

- The standard in this paragraph is met if the proprietor ensures that:
 - a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2), is drawn up and implemented effectively
 - the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
 - For the purposes of paragraph 2(1)(a), the matters are –
 - that all pupils have the opportunity to learn and make progress (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h)).

- The standard about the provision of information by the school is met if the proprietor ensures that:
 - the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - the information specified in this sub-paragraph is; particulars of educational and welfare provision for pupils with EHC plans (paragraph 32(1), 32(1)(b), 32(3), 32(3)(b)).

- The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - fulfil their responsibilities effectively so that the independent school standards are met consistently
 - actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Requirements that were not met at the previous inspection and remain unmet at this

inspection

- The proprietor must ensure that arrangements are made to meet the requirements of schedule 10 of the Equality Act 2010.

Standards that were met at the previous inspection and are not met at this inspection

- The proprietor must ensure that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
 - involves well-planned lessons and effective teaching methods, activities and management of class time
 - shows good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - demonstrates good knowledge and understanding of the subject matter being taught
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make progress

(paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g)).

School details

Unique reference number	121250
DfE registration number	926/6140
Inspection number	10052121

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	57
Number of part-time pupils	0
Proprietor	Mrs Judith N Gardiner
Headteacher	Mr Paul Wright
Annual fees (day pupils)	£3,600–£5,400
Telephone number	01692 582083
Website	www.allsaintslessingham.co.uk
Email address	office@allsaintslessingham.co.uk
Date of previous standard inspection	22–24 November 2016

Information about this school

- All Saints is a privately owned day school. The school opened in 1987. The school is registered with the DfE to admit 85 pupils.
- The school caters for pupils of all abilities and has 40 pupils who have EHC plans for special educational needs and/or disabilities. This is an increase from the 29 pupils with EHC plans at the time of the previous inspection.
- Thirteen pupils are looked after by their respective local authorities.
- The headteacher was appointed in September 2016.

- The school makes use of the following alternative providers:
 - ‘The Stables’ and other provisions which are run by Clover Childcare Services (these provisions are not registered with the DfE as independent schools)
 - Great Yarmouth College
 - Easton and Otley College.
- The most recent standard inspection of the school was in November 2016. At that time, the school was judged inadequate. Thirteen of the independent school standards were not met and the associated requirements of the Equality Act 2010 were not met.
- Following the standard inspection, the DfE issued the proprietor with a Notice on 12 January 2017 and required the school to submit an action plan. The school submitted an action plan to the DfE, which was evaluated as unacceptable in February 2017.
- Ofsted conducted the first progress monitoring inspection in May 2017.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This progress monitoring inspection is the second since the standard inspection in November 2016 and was unannounced.
- At the first monitoring inspection in May 2017, a number of the independent school standards identified in the school's standard inspection in November 2016 as being unmet were met. Three independent school standards and one of the associated requirements remained unmet.
- Following the first progress monitoring inspection, the school submitted a reviewed action plan, which was evaluated as unacceptable in September 2017. Leaders have not reviewed the action plan since that date. Leaders failed to submit a reviewed action plan during this monitoring visit.
- Meetings were held with the managing director, who is also the proprietor, and separately with the headteacher.
- The lead inspector also spoke with a local authority representative who is providing support to the school and leaders.
- The lead inspector scrutinised a range of documentation including the headteacher's evaluations of the school's performance, minutes of directors' meetings, the school's own assessment information and reports from the local authority. A wide range of pupils' EHC plans, individual plans and PEPs were also scrutinised.
- The lead inspector observed learning in several classes, spoke with pupils about their work and their views of the school, and looked at work in pupils' books.

Inspection team

Ruth Brock, lead inspector

Her Majesty's Inspector

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