

# All Saints CEVA Primary School and Nursery

Castle Street, Wellingborough, Northamptonshire NN8 1LS

## Inspection dates

9–10 October 2018

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Over recent years, standards in reading, writing and mathematics have declined for pupils leaving key stage 2. Leaders and the governing body have not acted swiftly enough to halt this trend.
- Too many pupils, including disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not made good progress during their time in key stage 2.
- School improvement plans lack the detail to support effective improvement. The governing body cannot, therefore, hold leaders to account for their actions.
- Leaders do not provide the governing body with assessment information which allows them to fully understand the strengths and weaknesses in pupils' outcomes.
- The allocation and monitoring of the pupil premium funding is not focused closely enough on individual disadvantaged pupils, their progress and their barriers to learning.
- The quality of teaching is variable. Teachers do not consistently use pupils' assessment information effectively to challenge the most able pupils and to support the least able pupils.
- Teachers do not consistently have high enough expectations of what pupils can achieve. They do not insist on pupils presenting their work to a high standard.
- Rates of absence and persistent absence have been above the national averages over recent years.

### The school has the following strengths

- Children get off to a flying start in the early years and make good progress. This continues during their time in key stage 1.
- Pupils are polite and behave well. Incidents of low-level disruption and bullying are extremely rare.
- Initiatives introduced by recently appointed leaders are beginning to have a positive impact, indicating the capacity to make the necessary improvements.
- Pupils benefit from a broad and balanced curriculum. The curriculum is supplemented with a wide range of clubs and activities.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - all school improvement plans better support the improvements targeted and provide the governing body with the tools to effectively hold leaders to account for their areas of responsibility
  - leaders provide the governing body with assessment information that enables them to accurately understand the strengths and weaknesses in pupils' outcomes
  - leaders new to their roles receive appropriate training and support in order to drive forward improvements in their areas of responsibility.
- Improve the quality of teaching, learning and assessment so that outcomes for pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities, make consistently good progress by ensuring that:
  - teachers use assessment information effectively to plan activities that challenge the most able and support the least able pupils
  - teachers consistently have high expectations of what pupils can achieve in all subjects
  - teachers ensure that pupils consistently present work to the best of their ability.
- Improve the quality of pupils' personal development and welfare by ensuring that:
  - pupils' rates of absence and persistent absence are consistently below the national average.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and the governing body have not acted swiftly enough to halt the recent decline in pupils' outcomes. For example, provisional data indicates that pupils leaving key stage 2 in 2018 made weaker progress and attained less well in reading, writing and mathematics than their counterparts in 2016 and 2017.
- The school improvement plans are not precise enough. Consequently, the governing body cannot hold leaders to account for the actions they take.
- Leaders do not provide the governing body with clear enough information regarding pupils' attainment and progress. As a result, the governing body does not have a good understanding of the school's strengths and weaknesses.
- The allocation and monitoring of the use of the pupil premium funding is not focused sharply enough on the needs of individual disadvantaged pupils, including the most able disadvantaged pupils, and their barriers to learning. It is, therefore, unclear if the funding is effective in ensuring that disadvantaged pupils are making better progress.
- The leader responsible for the allocation and monitoring of the additional funding received for pupils who have SEN and/or disabilities has a good understanding of which pupils are receiving extra support. The newly introduced assessment system has enabled the leader to identify which pupils are making good progress and who are not.
- The headteacher has an accurate view of the school's current strengths and development areas. The majority of parents and carers are supportive of the school leaders and appreciate the opportunity to communicate with them at the start and end of the day.
- Leaders have reacted swiftly to the findings of the most recent inspection report. For example, a new assessment system has been introduced which monitors pupils' attainment and progress. This information is then discussed by teachers with senior leaders, in order to identify those pupils who require extra support.
- The headteacher has ensured that recently appointed senior leaders have had a positive impact in a short space of time. For example, the English and mathematics leaders have introduced a new monitoring timetable and have undertaken lesson observations and analysis of teachers' planning and pupils' workbooks. These activities are beginning to provide useful feedback in order for teachers to improve their practice and indicate leaders' capacity for improvement.
- Leaders have provided useful feedback to teachers this term in order to improve their practice. There is clear evidence that this has helped improve the quality of teaching in mathematics.
- The leader responsible for the allocation of the physical education and sport funding has used it effectively. Teachers have received specialist sports training and new equipment has been purchased. Pupils' participation in the daily mile, extra-curricular sports clubs and competing against other schools has increased significantly over recent years. All Saints is the local key stage 1 multi-sports champion.

- Leaders have ensured that there is a broad and balanced curriculum. Pupils frequently deepen knowledge and skills in a wide range of subjects. Pupils also enjoy a variety of after-school clubs, including gymnastics, parkour, football and learning a musical instrument. The school choir recently performed at Peterborough Cathedral.
- Pupils are well prepared for life in modern Britain. They are knowledgeable regarding faiths and cultures different to their own, and have a good understanding of British values. Whole-school assemblies promote effectively pupils' social and moral development. For example, during the inspection, pupils learned about the dangers of making hoax telephone calls to the emergency services.
- Leaders and teachers have created a warm and stimulating learning environment, where pupils feel safe and happy. A typical parental comment was, 'Staff provide a very positive learning experience and nurturing environment for my children to learn in.'
- The local authority has only recently started to provide effective support. Some training has been provided for the new senior leaders. A recent local authority monitoring visit helped to identify strengths and weaknesses in the quality of teaching and learning.

### **Governance of the school**

- The governing body has been unsuccessful in holding leaders to account for the recent decline in attainment and progress for pupils during their time in key stage 2. This is because they have been given insufficient information through school improvement plans and assessment data to rigorously check on the school's performance. The governing body has recently monitored certain aspects of the school's work; for example, a check has been made on the single central record and that the new legislation around data protection has been implemented.
- The governing body has a good mix of skills and experience. Governors have received some appropriate training, in such areas as finance and the safeguarding of pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The designated safeguarding leads have received appropriate training in a variety of areas including the safer recruitment of staff, the 'Prevent' duty and spotting the signs of forced marriage, child sexual exploitation and female genital mutilation. Frequent safeguarding meetings allow senior leaders to discuss any concerns they have regarding the welfare of a pupil. There is a strong safeguarding culture within the school.
- All staff have also been appropriately trained. They are well aware of the procedures to follow should they have any concerns regarding the welfare of a pupil. An online system is used effectively to record these concerns and prompt referrals to outside agencies, such as social care, are made when necessary.
- The headteacher ensures that all the necessary checks are made on adults before they are allowed to volunteer or work at the school.

## Quality of teaching, learning and assessment

## Requires improvement

- Teachers do not use assessment information effectively to consistently plan activities to challenge the most able and support the least able pupils. There are too many occasions when the most able pupils are completing activities that are too easy for them and the least able pupils are struggling with work that is too hard.
- Teachers do not have high enough expectations of what all pupils can achieve. The most able pupils are not moved on to more challenging tasks quickly enough. This, therefore, limits the progress they make.
- Teachers do not always insist that pupils present their work with care and to the best of their ability.
- The recently introduced assessment system is not yet fully embedded and used effectively by teachers. However, in conjunction with the assessment cycle, teachers are now assessing pupils accurately and are able to measure pupils' progress from term to term. Consequently, any pupil who is falling behind is identified and given extra support.
- Teaching is most effective when teachers pitch activities at the correct level for all groups of pupils. For example, in Year 5 and 6 computing pupils were focused, engaged and collaborating well because the teacher demonstrated good subject knowledge and challenged pupils to complete coding for different elements of their game.
- The teaching of phonics is a strength. Teachers have good subject knowledge and engage the pupils in a wide variety of activities to help develop and deepen pupils' understanding of the sounds letters make. For example, one group learning the sounds 'e, ee, ea and y' accurately wrote out the sentence 'He fell by the tree on his tummy.' The teacher reminded the pupils to correctly use a capital letter and full stop.
- Pupils in key stage 1 use their phonic skills to decode unfamiliar words. They are frequently heard reading, and their reading books are at the correct level of challenge. Similarly, in key stage 2, pupils have a wide range of books to choose from in the well-stocked library. Their reading books are at the correct level of challenge and they are happy to read aloud in front of adults and each other.
- Teaching assistants are deployed effectively. They help to support pupils' learning by intervening appropriately, should extra help be required. Teaching assistants understand the importance of promoting pupils' independence by allowing some activities to be completed by the pupil without adult support.
- Classrooms and corridors are tidy, bright and stimulating. Teachers frequently celebrate pupils' achievements through displays and provide materials which support learning. For example, reminders of how to spell frequently used words and key number facts are displayed in many classrooms.
- Teachers encourage pupils to complete homework in line with the school's policy. Pupils are given the opportunity to complete these tasks at lunchtime if they wish. Pupils are encouraged to produce homework on individual topics and subjects which interest them, as well as practise spellings and times tables.

- End-of-year reports to parents are detailed. There are opportunities for pupils and teachers to comment on strengths and targets, as well as a personal, encouraging comment from the headteacher.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are tolerant towards others who may be different from themselves. For example, other faiths and cultures are celebrated frequently and pupils discuss lesbian, gay, bisexual and transgender issues through books and assemblies. Every half-term the pupils focus on a particular value. Recently, these have included, service, peace and hope.
- Pupils have a very good knowledge of how to keep themselves healthy and safe, including when online. Pupils typically say, 'People aren't always who they say they are.' Pupils spoke enthusiastically regarding the benefits of a balanced diet and regular exercise.
- Pupils relish opportunities to take on extra responsibility around the school. There are class ambassadors, prefects, hall monitors, house captains and a democratically elected learning council. These responsibilities help to develop pupils' confidence and independence.
- A range of educational visits helps to deepen pupils' knowledge and understanding in a range of subjects. For example, recently, pupils visited the National Space Centre and Natural History Museum. Year 5 and Year 6 develop outdoor and adventurous skills through a week-long residential on the Isle of White.

### **Behaviour**

- The behaviour of pupils is good. They conduct themselves well in classrooms, corridors and on the playgrounds. Staff follow the school's behaviour policy consistently and ensure that any rare instances of low-level disruption are dealt with swiftly. Pupils told inspectors that instances of bullying are rare and that they trusted adults to deal with any disagreements quickly and fairly.
- Pupils respond promptly to adults' instructions. Consequently, lessons run smoothly and without interruption.
- Pupils are polite and respectful of visitors; for example, waiting in doorways to allow adults to pass first. Pupils are keen to support and help each other. They look smart in their school uniform.
- Pupils show respect for equipment and resources that belong to the school. Consequently, classrooms, corridors and cloakrooms are kept neat and tidy.
- Despite an improvement in 2018, pupils' rates of absence and persistent absence have been above the national averages in previous years.

## Outcomes for pupils

## Requires improvement

- Since 2016, the proportion of pupils leaving key stage 2 who achieved the expected standard in reading, writing and mathematics has decreased. The proportion has now fallen to below the national averages.
- Over recent years, pupils leaving key stage 2 have consistently made less progress on average in reading, writing and mathematics, from their various key stage 1 starting points, than other pupils nationally.
- The progress made by disadvantaged pupils leaving key stage 2 in reading and mathematics has declined over recent years.
- Currently, some pupils in key stage 2 are not making good progress. For example, there are fewer pupils working at age-related expectations in reading, writing and mathematics than was the case when the same pupils left key stage 1.
- The progress made by the current disadvantaged pupils and pupils who have SEN and/or disabilities is inconsistent. Some pupils are making good progress while others are not.
- The proportion of pupils who have achieved the expected standard in the Year 1 phonics screening check has risen recently and is now above the national average.
- In 2018, the proportion of pupils leaving key stage 1 who achieved the expected and higher standard in reading, writing and mathematics was broadly in line with the national averages.
- Key stage 1 pupils have made consistently good progress from their starting points.

## Early years provision

## Good

- The majority of children entering the school have knowledge and skills below, and sometimes well below, those typical for their age. The proportion of children who achieved a good level of development over recent years has been broadly in line with national averages. Children, therefore, make good and sometimes very good progress from these low starting points and are prepared well for life in Year 1.
- Prior to starting at the school, children make visits which enable them to become familiar with staff and routines. Children complete 'take home tasks' that enable parents to share information about their children with staff. Consequently, staff have a good knowledge about each child before they start school and children settle quickly because they know the staff, environment and routines well.
- The quality of teaching, learning and assessment is good. The early years leader ensures that there is a wide range of stimulating activities for children to complete. For example, children were observed happily making crowns, role playing in a 'castle' and counting ingredients to make 'porridge'. These activities all linked to an engaging, story-based, 'once upon a time' topic.
- Relationships between adults and children are warm and positive. Well-established routines enable children to complete activities confidently and enthusiastically.

Consequently, children behave very well and there is a good working atmosphere in both the indoor and outdoor areas.

- Children get on well with each other. They are happy to take turns and share resources.
- The early years leader has an accurate view of the strengths and development areas. For example, a new assessment system is currently being introduced that enables parents to share with staff their children's successes at home. This helps to ensure that activities are well matched to children's abilities and they make good progress.
- There are good links with outside agencies, such as the speech and language team and the school nurse. Consequently, any child who requires extra support receives it promptly.
- Safeguarding is effective. All staff have received appropriate safeguarding training and a number of adults have gained the paediatric first-aid qualification. Staff are well aware of the procedures to follow should they be concerned about a child's welfare. Any referrals to outside agencies are, therefore, made swiftly.
- Parents are positive about the early years. There are no safeguarding concerns, with many parents citing good communications between the early years staff and home. A typical comment made was, 'My child has blossomed since being in the Nursery and we are pleased to have a place in the Reception class.'



## School details

Unique reference number	121998
Local authority	Northamptonshire
Inspection number	10055213

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Bob Townson
Headteacher	Emma Johnson
Telephone number	01933 225888
Website	<a href="http://www.allsaintscevawellingborough.org.uk">www.allsaintscevawellingborough.org.uk</a>
Email address	<a href="mailto:bursar@allsaints-pri.northants.ecl.gov.uk">bursar@allsaints-pri.northants.ecl.gov.uk</a>
Date of previous inspection	20–21 November 2013

## Information about this school

- The school appointed two assistant headteachers who took up their new roles in the summer term 2018.
- The school is slightly smaller than the average-sized primary school.
- The proportions of disadvantaged pupils and pupils who have SEN and/or disabilities are slightly lower than average.
- The proportion of pupils who speak English as an additional language is larger than the national average.

## Information about this inspection

- Inspectors observed learning in all year groups. Some lessons were seen jointly with senior leaders.
- Meetings were held with the headteacher, senior leaders and governors, including the chair and vice-chair of the governing body.
- Inspectors scrutinised in detail, the work in a range of pupils' books from all year groups. This activity was undertaken jointly with the headteacher and assistant headteachers.
- Inspectors looked at a wide range of the school's documentation, including: the evaluation of the school's own performance and its development plans; information on pupils' attainment and progress; records relating to behaviour and bullying; attendance records; safeguarding procedures; recent parental surveys conducted by the school and minutes of governing body meetings.
- Inspectors observed pupils' behaviour around the school, including at break and lunchtimes. They spoke formally with a group of pupils from key stage 2 and informally with others around the school. Inspectors listened to pupils read from Years 1, 2, 4 and 6.
- Inspectors took account of the 84 responses to Parent View, Ofsted's online questionnaire. Inspectors spoke with parents before school and considered the 52 responses from parents to the Ofsted free-text service. There were 154 responses to Ofsted's pupil survey and 24 responses to the staff survey that were considered.

## Inspection team

Peter Stonier, lead inspector	Her Majesty's Inspector
Stephanie Innes-Taylor	Her Majesty's Inspector
Kaisra Khan	Ofsted Inspector

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