

# All Saints Anglican/Methodist Primary School

Top Street, Elston, Newark, Nottinghamshire NG23 5NP

## Inspection dates

26 to 27 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The school experienced a period of decline after the last inspection. The current senior leadership team have responded well to previously unresolved issues and have brought about significant change. The school has improved considerably.
- The school's curriculum is varied and inspiring. Pupils learn well across the curriculum, and expectations of pupils are high in all subjects.
- The development of pupils' spiritual, moral, social and cultural education (SMSC) is a strength. Pupils receive a wide range of opportunities to appreciate art, different cultures and to reflect on their own thoughts and opinions.
- Leaders have ensured that parents and carers understand the need for regular attendance at school. Rates of attendance are consistently above the national average.
- Governors are determined to provide challenge and support for the school's leaders. They have a comprehensive understanding of the school's strengths and areas for development.
- Leaders' use of assessment information means they know how well pupils are attaining. However, systems for monitoring progress are not sharp enough for them to know how well pupils are performing between key stages.
- Leaders have established a strong culture for safeguarding pupils. Staff understand their duty to pass on any concerns.
- Pupils behave very well. They play happily together and are respectful of the views of others. They recognise the importance of diversity and equality.
- Pupils are confident, independent and self-assured learners. They take pride in their work and express their views well.
- Teachers plan for mixed-age classes well. They skilfully develop and deepen pupils' learning, using demonstration and questioning.
- Teaching assistants work collaboratively with teachers. They take on many different roles during the school day to develop pupils' learning across the curriculum.
- The quality of teaching and learning in the early years declined after the last inspection. It is improving rapidly. However, occasionally teachers are not using assessment information well enough to plan for children's next steps in learning.
- Attainment for pupils in mathematics at the end of key stage 2 is below average. Occasionally, tasks set do not provide enough challenge. A few pupils do not make as much progress as they should.

## Full report

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

- Improve leadership and management by ensuring that assessment information is used sharply to monitor the progress that pupils are making between key stages.
- To improve outcomes at key stage 2, particularly in mathematics, by ensuring that teachers use assessment information sharply to set tasks which challenge all pupils.
- To improve the early years by ensuring that teachers use assessment information, including that which has been provided by parents, to inform children's next steps in learning.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher joined the school after a period of decline following the 2011 inspection. External monitoring reports carried out at the time by advisers from the Diocese of Southwell and Nottingham and independent education consultants identified significant weaknesses across the school.
- Since their arrival at the school, the headteacher and the senior leadership team have made important changes. These have included strengthening systems for safeguarding pupils and a review of the curriculum to ensure complete coverage. They have also reviewed the approaches to the teaching of phonics and mathematics as well as improving the early years provision. The quality of teaching across the school has improved significantly.
- Leaders have developed a strong team who work well together in the best interests of the pupils in their care. They understand the school's areas for development and have high expectations for the school, its pupils and themselves.
- Leaders have not compromised on their commitment to providing pupils with a stimulating and varied curriculum. Pupils learn through a topic approach which links learning in different subjects when appropriate. High expectation of pupils is evident in all subjects and is exemplified in French, where pupils read and write with a fluency and confidence that is appropriate to their stage of learning.
- The development of pupils' SMSC and understanding of British Values is a strength of the school. Pupils reflect on their own thoughts and actions and consider how these impact on others. They are encouraged to think about different lifestyle choices, cultures and faiths. Equality and diversity are discussed regularly through the curriculum. Pupils learn to appreciate the acts of influential people, such as Rosa Parks and Martin Luther King, and consider how their actions changed the world.
- Leaders and governors are determined that the school plays its part in the community. Parents value the school's staff and say they are approachable and always ready to listen to any concerns.
- Leaders carefully monitor the attainment of disadvantaged pupils. Support provided for these pupils is carefully targeted to raise the expectations and to target gaps in learning. Teachers have a good understanding of the needs of these pupils and they make strong progress.
- Due to there being very few pupils with special educational needs and/or disabilities (SEND), the leader for these pupils has a comprehensive understanding of their needs. Support put in place is closely targeted to ensure that the needs of these pupils are met. As a result, they are making strong progress.
- The spending of the sport premium has helped to enable pupils to participate in external sporting tournaments and competitions. The recently established football team is currently undefeated, and pupils are keen to participate in competitions in other sports. Professional development for staff has strengthened the quality of teaching and learning in this area, and pupils receive good-quality teaching of PE and gymnastics. Pupils have opportunities to try different sports, such as fencing, skateboarding,

scooter skills and trampolining.

- While leaders regularly check the attainment of pupils, the school's systems for monitoring the progress that pupils are making are not sharp enough. Leaders do not have a secure understanding of the progress that pupils are making across a key stage. As a result, when a few pupils begin to fall behind, leaders do not monitor them closely enough to ensure that they make as much progress as they are capable of.
- As the school was judged to be outstanding at the last inspection, the local authority has made very little contact. They carried out a monitoring visit in the autumn term, triggered by the school's key stage 2 assessment results. Support from the diocese has helped the leadership team to evaluate and monitor the school's work and has assisted leaders to drive improvements.

### **Governance of the school**

- Governors have a secure understanding of the strengths and weaknesses of the school. Their role has developed over the last few years and they have become more involved in holding leaders to account. They have increased their role in monitoring the work of the school, including completing safeguarding audits.
- The governing body are committed to ensuring that all staff maintain a healthy work-life balance. While they are highly ambitious for the school, they are also mindful that the health and well-being of staff are central to the school continuing to improve.
- The governor responsible for training ensures that all governors have a good understanding of their training needs and that these are carried out. Succession plans are in place to ensure that the knowledge of governors is not lost when they leave the governing body.
- Governors closely monitor the spending of funding for pupils with SEND and for disadvantaged pupils. They are fastidious in ensuring that leaders maintain the support pupils require.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have a comprehensive overview of safeguarding, including national and local concerns. They ensure that staff receive regular training and that safeguarding is discussed weekly at staff meetings. This ensures that, while there are few incidents referred to the designated safeguarding leader, staff are aware of the need to be vigilant and that issues could arise at the school.
- Due to the small number of incidents, the designated safeguarding leader takes advice from the local multi-agency safeguarding hub team following each referral. Cases are escalated to social care when appropriate. When cases do not meet the local authority threshold for involvement, leaders ensure that families receive in school support. When pupils leave the school, information is transferred effectively. Designated safeguarding leaders visit receiving schools and share information face-to-face.
- Pupils say they feel safe and comfortable in school. They say it is a stress-free environment where they know they are well looked after. Parents echo this view.

## Quality of teaching, learning and assessment

Good

- Teachers plan for mixed-age classes well. They adapt planning to ensure that the needs of pupils in different year groups are generally well met. Teachers are committed to ensuring that the pupils in their care are given the best opportunities possible.
- Teachers ensure that the quality of teaching is equally strong in all subjects. Stimulating topic themes such as 'Bottoms, Burps and Bile' and 'Time Travellers' make connections between different subjects and pique pupils' interest to learn more. Teachers use effective questioning to develop and deepen pupils' knowledge and understanding. Teachers give equal status to subjects not directly linked to topic themes and pupils make strong progress.
- Forest school and outdoor education are at the core of the school's curriculum. Adults encourage pupils to take risks and push themselves to try new things. For example, pupils in Year 2 took their shoes off and experienced walking on the damp grass. They explained how the grass felt under their feet and how it made them feel.
- Adults use a range of strategies to support pupils with SEND and disadvantaged pupils. Leaders seek external support and advice when needed, and this is then used by teachers in class. These pupils make strong progress as a result.
- Teaching assistants work collaboratively with teachers to develop pupils' learning. Where mixed-age classes are taught together, they competently lead learning and ensure that pupils understand new concepts.
- Home learning projects give pupils opportunities to extend and develop their learning further. Pupils make their own choices for what they want to do, and these include art or design technology, writing or research projects. Staff encourage parents to become involved with pupils' learning at home.
- Staff develop pupils' early reading well. Pupils' phonics knowledge is taught consistently and builds on prior learning. Reading books are well matched to pupils' stages in learning. Pupils express a love of reading and enjoy reading with others. Teachers regularly read to pupils, enthusing them about books and authors they may not be familiar with. These books are often linked with the topic theme. For example, the Year 5 and 6 themes of 'Time Travellers' lead them to reading together 'The Invention of Hugo Cabret' by Brian Selznick.
- In English, teachers set clear expectations for pupils. Writing genres are linked to different themes and topics in a meaningful way. For example, pupils learning about the plight of refugees wrote well-thought-out persuasive letters to the Prime Minister. Teachers skilfully assess pupils' learning within lessons to develop, deepen and shape pupils' writing. Teachers' demonstration and questioning develops pupils' understanding of grammar conventions, punctuation and content. Teachers provide pupils with additional support and guidance. They are empowered to choose whether they need to access support or 'go it alone'.
- In mathematics, age-appropriate expectations for each year group are used as a starting point for learning. Teachers adapt teaching to deepen pupils' learning once they have understood a concept. Very occasionally, some tasks do not provide pupils

with opportunities to deepen and increase their understanding further. A few of the most able pupils do not make as much progress as they might.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have ensured that the development of pupils' learning behaviour is central to their education. Specific skills are targeted from the early years and are developed through the school. Pupils understand the different characteristics of successful learners and know the importance of resilience, perseverance, independence and team work in their education. Pupils readily demonstrate these characteristics in lessons.
- Pupils understand how to keep themselves mentally healthy. They learn about 'hygge', to promote their sense of positive well-being and contentment. They understand that it is 'ok to just be'. Pupils say they are frequently given time to practise this as it will help them to clear their minds and relax.
- Pupils enjoy spending time together as a school and with the wider community. For example, at lunchtime, pupils sit in mixed-age groups and older pupils serve younger pupils. Members of the community support events well, such as the Mother's Day lunch, choir recital and the involvement of grandparents when learning about life in the past.
- Pupils know the importance of being healthy. They can explain why some foods are better than others and that exercise helps to form part of a healthy lifestyle. Many pupils cycle to school and are active during breaktimes and lunchtimes. Participation in daily 'wake and shake' activities ensures that all pupils are regularly active.
- Pupils are aware of local and global issues. They have empathy for the plight of others and want to make a difference. For example, when writing a letter to the Prime Minister about refugees, one pupil said, 'I am determined to make Theresa May listen.'
- Pupils learn about different family structures. They understand that some children have parents of the same sex, practise different religions or cultural traditions. Pupils are encouraged to think about setting their writing in different family structures, cultures and ethnicities from their own. Teachers use texts which encourage pupils to think about individuality, such as 'Julian wants to be a mermaid' by Jessica Love.
- Pupils learn how to keep themselves safe in and out of school. Pupils learn about stranger danger, substance abuse and keeping their identity private. They understand how to keep themselves safe when using the internet and social media. They understand the different forms of bullying and know who they would talk with were they to have any concerns.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils play happily together at playtime. The wide range of resources available ensures that pupils have lots of physical activities to choose from. Those pupils who wish to

partake in quieter pursuits play well together with cat's cradles and top trumps. Playtime is good natured and purposeful.

- When speaking with adults, pupils are polite and confident. They are interested to know the views of others and listen carefully to responses. They take pride in their work across the curriculum. This is evident in the high quality of presentation in pupils' workbooks.
- The school's behaviour logs show that incidents of poor behaviour are rare. When they do occur, adults provide pupils with time and support to reflect on their actions. Pupils consider what they could have done differently, and what they have learned. They know that their behaviour is their choice and that they can manage their actions.
- Leaders seek external advice and support for pupils who struggle to manage their emotions. Staff work well with these pupils to help them learn how to make appropriate choices.
- Pupils' attendance is consistently better than the national average. Leaders monitor closely when pupils' attendance falls below the school's thresholds. Leaders meet with parents to understand the reasons for poor attendance and to find solutions.

### Outcomes for pupils

**Good**

- Pupils' work books show that across the school pupils are making strong progress. Due to some turbulence in teaching in the past, some pupils have not made as much progress as they could. However, where pupils have received consistently good teaching across the school, they have made very strong progress.
- It is important to note that as cohorts are small, comparisons with the national average should be treated with caution. However, since 2016, nearly half of pupils in Year 6 have left the school not attaining the combined standard in reading, writing and mathematics. This has largely been due to weaker teaching in mathematics in the past.
- By the end of key stage 2, most pupils make strong progress in reading and writing, with an increasing proportion achieving well. However, outcomes in mathematics have not remained as high. While they are improving, the proportion of pupils achieving the expected standard in mathematics was below the national average.
- At key stage 1, the attainment of most pupils is rising in reading, writing and mathematics. The high expectations of teachers ensure that these pupils make strong progress.
- Due to the small number of pupils within each cohort, the proportion of pupils achieving the expected standard in the phonics screening check fluctuates year-on-year. In 2018, all pupils achieved the expected standard.
- As there are so few pupils eligible for the pupil premium grant, it is difficult to make comparisons with the national average. The progress these pupils make is typically strong.
- The small numbers of pupils with SEND made strong progress. Tasks are well matched to their needs and staff have a good understanding of how they should be supported.

## Early years provision

Good

- The quality of teaching and learning in the early years declined after the last inspection. Leaders identified areas for development and advice was sought from external advisers to strengthen and develop the provision for pupils. Teaching has been turbulent in recent months due to staff absence. However, leaders have now secured stable staffing.
- Most children join the early years with the knowledge and skills typical for their age. Teachers generally build on prior knowledge well, and most children leave the early years well prepared for Year 1.
- Children are lively and keen to participate with their learning. They are confident to speak up when they wish to contribute to class discussion or to support one another. They play well together and understand how to work in pairs and small groups.
- Teachers develop children's speech and language and early reading skills well through the consistent teaching of the phonics programme. Teachers reinforce new concepts to ensure that children fully understand new learning before they practise what they have learned. For example, the teacher checked children's understanding of 'bigger' and 'smaller' before they sorted objects in ascending and descending order.
- Leaders ensure that transition into the early years is smooth and children settle well. The headteacher visits all children at home before they start school. This ensures that their needs are met once they start. Staff hold workshops for parents to provide information about the teaching of phonics and reading, and about the use of the school's online assessment system.
- The school's leader for children with SEND sets clear expectations for these children. Adults support these children well and tasks match their needs. Leaders seek external support from speech and language services or early years special needs teams when appropriate. There are currently no children in the early years who are eligible for the pupil premium grant.
- Teachers use the school's online assessment system to monitor the progress that children are making towards the early learning goals. Teachers use this information to plan for children's next steps in learning. However, teachers are not always aware of children's achievements at home and some steps in their learning are missed.
- Occasionally, adults do not move children on quickly enough in their learning. Some children continue to repeat tasks they have already demonstrated that they can do. Staff do not always use assessment information sharply enough to ensure that children's next steps in learning closely meet their needs.



## School details

Unique reference number	122799
Local authority	Nottinghamshire County Council
Inspection number	10087408

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	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair	Sarah Dennis
Headteacher	Lisa Richmond
Telephone number	01636 525 324
Website	<a href="http://www.elstonallsaints.notts.sch.uk">www.elstonallsaints.notts.sch.uk</a>
Email address	<a href="mailto:office@elstonallsaints.notts.sch.uk">office@elstonallsaints.notts.sch.uk</a>
Date of previous inspection	6 to 7 April 2011

## Information about this school

- This is a smaller-than-average primary school.
- This is a Church of England/Methodist school. The last section 48 inspection was carried out in June 2016.
- The headteacher has been in post since September 2014. There has been considerable change in staffing since this time.
- The proportion of pupils with SEND is well below the national average.
- The proportion of pupils eligible for the pupil premium grant is well below the national average.

## Information about this inspection

- The inspector observed learning in a number of lessons, some of which were observed jointly with the headteacher. They observed the teaching of early reading skills and listened to pupils read. The inspector also talked with pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, assistant headteacher, middle leaders and teachers. The inspector also spoke with chair of the governing body and four governors.
- The inspector spoke with parents informally and considered the twenty responses to the online parent questionnaire, Parent View.
- The inspector looked at a range of documents, including: the school's self-evaluation and plans for improvement; the most recent information on the achievement and progress of pupils; information relating to the health, safety and safeguarding of pupils; and the most recent data relating to the attendance of pupils.
- The inspector considered the range and quality of information provided on the school's website.

## Inspection team

Helen Williams, lead inspector

Her Majesty's Inspector

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