

# All Saints Church of England (Aided) Primary School

Tamar Way, Didcot, Oxfordshire OX11 7QH

## Inspection dates

24 to 25 April 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>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leadership is effective. Leaders have developed rigorous systems to drive school improvement. As a result, the quality of teaching has improved and pupils are making good progress from their differing starting points.
- Governance is strong. The governing body knows what the school does well and what could be even better. Governors monitor leaders' actions well and hold them to account effectively.
- Pupils are making consistently good progress in reading, writing and mathematics across the school. Their development is carefully tracked so that any pupils whose progress falters are swiftly identified and supported well to catch up.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are making good, and often stronger, progress from their starting points. Leaders ensure that support for these pupils is carefully tailored to their needs and regularly reviewed.
- The quality of teaching is good. Teachers have secure subject knowledge. This helps them to plan sequences of learning that build successfully on pupils' skills, knowledge and understanding.
- Pupils' behaviour is good. Pupils conduct themselves well around the school. They work keenly during their lessons and contribute confidently to their learning.
- The early years setting is good. Children make good progress from their starting points and are ready to achieve well when they start Year 1.
- The curriculum is broad and interesting. Nevertheless, leaders know that more work is needed to increase challenge and to raise the quality of pupils' work generally to the high standards seen in English and mathematics, particularly for the most able pupils. This process has already started.
- Subject leaders have generated plans to drive improvements across the wider curriculum. However, many of these plans are at early stages of implementation.

## Full report

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

- Develop the skills of middle leaders to help them to drive improvement in their subjects and to monitor and evaluate pupils' progress.
- Develop the wider curriculum so that teaching:
  - systematically deepens pupils' understanding and extends their skills, both subject specific and in linked English and mathematics
  - includes more opportunity to challenge the most able pupils and extend their learning.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders' commitment, passion and determination have ensured that the school's systems have been used well to improve teaching and outcomes for pupils, particularly in English and mathematics. Staff morale is high, and there is excitement about the future.
- Detailed plans for school improvement are in place. Reviews of these plans are timely and well informed, and leaders use them effectively to continue to drive the school forward. Meticulous planning for the use of additional funding, such as the pupil premium grant and sports funding, ensures that these funds are used well and make a difference for pupils.
- The English and mathematics leaders have successfully raised the quality of teaching and pupil achievement in these subject areas across the school. Along with senior leaders, they monitor pupils' progress regularly and carefully to ensure that new approaches have a positive impact for pupils and are consistently delivered.
- Leadership for pupils with SEND is very effective. Learning for this group of pupils is very carefully organised, incorporating the views of parents, teachers and other professionals, both from within the school and beyond. The special educational needs coordinator ensures that these pupils receive the right support so that they can make good progress from their starting points.
- Leaders are determined to ensure that disadvantaged pupils achieve successfully. They carefully evaluate individual pupils' needs and provide extra help to improve outcomes. Disadvantaged pupils make strong progress in a range of subjects because of the highly appropriate tailored support they receive.
- Leaders' work in developing pupils' spiritual, moral, social and cultural understanding is strong. Pupils are respectful and tolerant. They demonstrate a keenness to be kind and considerate to each other. The firm emphasis leaders place on promoting the school's values, alongside the rich opportunities for pupils to learn about themselves and others, ensures that pupils develop positive attitudes. As a result, they are well prepared for life in modern Britain.
- Parents are supportive of the school. Many of those who spoke to inspectors or responded to the online survey, Parent View, had noticed recent improvements and the raised standards. Parents like the caring nature of the school. One comment, typical of those received, summed up this view, saying: 'The school has such a lovely ethos. They all work hard and the children look out for one another and are happy.'
- Leaders are not complacent, continuing to look outwards and engage with further programmes for school improvement. For example, leaders have correctly identified that the curriculum needs revision. This process has started. Subject leaders have ensured that strategic plans are in place. However, implementation of these plans is at an early stage.
- The current curriculum is broad and enjoyed by pupils. However, there are not enough

opportunities for pupils to develop a depth of understanding across subjects or to fully develop subject-specific skills. Opportunities to extend pupils' linked learning in English and mathematics across the wider curriculum, particularly for the most able and those with the potential to reach the higher standards, are also limited.

- The local authority and diocese have provided welcome and effective support for leaders which they have used well to help to strengthen the school's systems and develop the wider leadership of the school.

## **Governance of the school**

- Governance is effective. There is a well-developed culture of professionalism. Through a process of review and training, governors have ensured that they have the skills and knowledge needed to drive the school forward. This helps them to support and challenge leaders effectively and proportionately.
- Governors have a good awareness of the strengths of the school and its developmental needs. They use a wide range of information to check that improvement plans are effective. Governors supplement their understanding through regular visits aligned appropriately to school priorities.
- Governors monitor the use of pupil premium funding closely to ensure that it is used effectively to support disadvantaged pupils. They track the progress of disadvantaged pupils carefully and have an insightful knowledge of the challenges these pupils face.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a strong safeguarding culture that is evident throughout the school. When recruiting new staff, all appropriate background checks are made. This information is logged accurately on the school's single central record, which is checked regularly by leaders, including governors. The school's safeguarding practices meet statutory government guidelines.
- Staff are well trained in keeping pupils safe. They are aware of the signs to look out for to help keep pupils safe and what to do if they have concerns. Regular review of the systems, for instance the current move to an online method of reporting, ensures that information is shared promptly and appropriately when necessary.
- Pupils are well versed in how to keep themselves safe. For instance, they know how to stay safe online. They know to keep personal information secure and to report anything they see on the internet that makes them feel unsafe or worried.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching, learning and assessment is good throughout the school. Teachers have developed good subject knowledge, particularly in mathematics and English, following high-quality training. They use this knowledge well to plan lessons which meet pupils' needs. As a result, current pupils are making good progress from their starting points.

- Teachers are skilled in asking questions which delve deeply into pupils' thinking. They quickly identify when pupils are confused, and they restructure learning steps carefully to support pupils' developing understanding. As a result, pupils are not fazed by the prospect of making mistakes, as they know this is part of effective learning.
- The teaching of mathematics provides pupils with regular opportunities to develop their mathematical thinking and reasoning. For instance, during the inspection, pupils learning about ratio clearly explained and demonstrated a range of scenarios and problems to their classmates. This, in addition to the consistent teaching of computational skills, ensures that pupils are learning to become competent and confident mathematicians.
- Good teaching is ensuring that pupils make good progress in writing. Pupils are encouraged to develop and share their ideas. For example, younger pupils enjoyed developing actions together to augment performances of their poetry. As a result, they were highly engaged and their understanding was developed effectively. Pupils across the school relish the opportunity to write descriptively and at length. They have good opportunities to practise their writing and grammatical skills, to study good writing from high-quality texts, and to write across a range of genres.
- The support provided by teaching assistants is of a high quality. Teaching assistants have strong subject knowledge and build good relationships with pupils. They skilfully provide support that is balanced appropriately with high expectations of pupils to work independently. Consequently, the pupils they work with grow in confidence and achieve well.
- Teaching is adapted well for pupils with SEND. Careful planning and regular review ensure that pupils receive learning support that is appropriate to their needs. Leaders, teachers and other adults work together effectively to ensure that pupils with SEND develop the skills, knowledge and understanding they need to make good progress from their starting points.
- Most-able pupils, including those who are disadvantaged, make good progress in reading, writing and mathematics. This is because teaching is sharply focused on their greater levels of understanding. For example, new approaches to teaching mathematics are providing good opportunities for the most able pupils to deepen further their understanding. Nevertheless, these pupils do not receive this high level of challenge systematically across the wider curriculum. As a result, their progress in subjects such as science and geography is not as good.
- The wider curriculum provides exciting opportunities for pupils to learn in a range of subjects. However, sequences of learning do not systematically build on skills or provide enough opportunities to develop pupils' understanding. As a result, the work in pupils' books is not of the same high quality as their work in writing or mathematics.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is a calm and harmonious environment because pupils are polite, respectful and friendly to each other. They are proud of their school and value the high quality of support and teaching they receive.
- Parents who spoke to inspectors or completed the Parent View survey say that they particularly value the high level of care provided for their children. Many commented how well pupils are looked after, and almost all felt that their children were happy at school. A comment, which was typical of those received, was: 'This is a lovely friendly school. My child looks forward to going to school every day.'
- Leaders have ensured that pupils are provided with a broad range of regular opportunities to develop their personal skills and to contribute to the wider life of the school. For instance, pupils act as peer mentors to support younger pupils at playtime or operate equipment during assemblies. Regular trips, visitors and residential experiences supplement and extend the curriculum well.
- Pupils who spoke to inspectors were clear that any form of bullying or discrimination would not be tolerated at All Saints. They stated confidently that they feel safe at school. Pupils are certain that if they had worries or concerns, they would be listened to by staff who, they trust, would take appropriate action.

### Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of pupils and uphold the school's behaviour policy fairly and consistently. Pupils respond well to this and model good behaviour, both in class and at play.
- Pupils enjoy learning. They listen respectfully to their teachers and to their peers. They enjoy sharing their thoughts and explaining their thinking in lessons. They build well on each other's ideas. Consequently, lessons are calm and purposeful.
- Pupils have positive attitudes to learning. They enjoy good relationships with each other and the adults who work with them. They are happy to take risks and make occasional mistakes because they know these are valuable ways to learn. As a result, pupils participate keenly and with confidence.

## Outcomes for pupils

Good

- Leaders' successful actions have led to a significant rise in pupils' outcomes. Across the school, current pupils are achieving well in a range of subjects, particularly reading, writing and mathematics.
- Leaders' close tracking of pupils' progress helps them to identify any pupils or groups

of pupils who are not making good progress and to take timely action to implement the necessary supports and changes. For instance, leaders know that boys do not make as much progress as girls in some year groups. Swift actions to adapt planning have been effective in beginning to close these gaps. Nevertheless, leaders know that they will need to keep a watchful eye to check that this trend continues.

- Pupils achieve well in phonics. From the Nursery upwards, children demonstrate a strong and growing ability to apply phonics knowledge successfully to sound out new words. Older pupils apply their skills confidently and proportionately to support them in their reading.
- Disadvantaged pupils, and those who speak English as an additional language, make very good progress in a range of subjects. Throughout the school, these pupils achieve as well as, and sometimes better than, their non-disadvantaged peers.
- Pupils with SEND are supported very effectively. As a result, they learn well and make strong progress in a range of subjects from their starting points.
- Across the school, pupils make good progress in reading, writing and mathematics. The work in their books demonstrates a firm grasp of basic skills. Pupils apply these skills well to a range of tasks which develop their understanding effectively. Pupils work hard and are given clear pointers as to how to improve their work, which they do with determination and care.
- Pupils' achievement across the wider curriculum is not as high as in reading, writing and mathematics. Although they acquire knowledge, they do not build on this to become skilled in subjects such as history, geography and science. Pupils, particularly the most able and those with potential to achieve the highest standards, do not have enough opportunity to apply and extend their knowledge across the wider curriculum.

### Early years provision

**Good**

- Children, including those who are disadvantaged, thrive in the Nursery and Reception Year. Activities within and outside of the classrooms provide a well-balanced range of opportunities for pupils to learn across the early years curriculum. Staff support children's learning effectively to help them develop the necessary skills to be ready for the next stages of their education.
- The early years leader provides strong leadership. Under her careful oversight, staff make accurate assessments of children's abilities. This information is used to devise learning experiences that capture children's interests and develop their emerging skills well. As a result, children make good progress from their starting points.
- Staff skilfully lead children's learning. For instance, during the inspection, while learning from the book, 'The Very Hungry Caterpillar', children were seen trying different types of fruit. They were cutting and tasting the fruit while skilfully developing their vocabulary to include words to describe textures and tastes. As a result of these imaginative activities, children develop a useful range of skills.
- Staff ensure that systems to keep children safe in the early years are rigorous. For example, risk assessments are carried out carefully and accurately to ensure that the setting is a safe place in which to learn. Staff are trained well and know what actions to

take to protect children from harm. All statutory welfare requirements are in place.

- Children's behaviour demonstrates that they feel safe and happy. They get along well together, taking pleasure in their interactions and friendships. Children are eager learners. They are engaged and excited by the activities and opportunities provided for them.
- Parents hold the early years setting in high regard. Those who spoke to inspectors value the wide range of opportunities provided for them to engage with their children's learning, for instance through the regular 'stay and play' sessions or by attending talks on specific areas of learning.



## School details

Unique reference number	123228
Local authority	Oxfordshire
Inspection number	10088139

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	445
Appropriate authority	The governing body
Chair	Katie Paxton-Doggett
Headteacher	John Myers
Telephone number	01235 819 143
Website	<a href="http://www.all-saints.oxon.sch.uk">www.all-saints.oxon.sch.uk</a>
Email address	<a href="mailto:office.3859@all-saints.oxon.sch.uk">office.3859@all-saints.oxon.sch.uk</a>
Date of previous inspection	17 to 18 January 2017

## Information about this school

- All Saints Church of England (Aided) Primary School is larger than the average primary school. It has two classes in all year groups and a Nursery. The school's last statutory inspection of Anglican and Methodist schools took place in April 2017.
- Following the previous inspection, support for the school has been provided by the local authority, the diocese and a systems leader from another local school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with SEND is below average.
- Most pupils are of White British heritage.

## Information about this inspection

- The inspection was the first re-inspection since the school was judged to require improvement in January 2017.
- The inspectors, sometimes accompanied by senior leaders, visited lessons across the school. Pupils' behaviour was observed around the school, including during breaktimes.
- The inspectors looked at pupils' work in lessons and checked a selection of pupils' books with subject leaders.
- Meetings were held with the senior leaders, governors and teachers.
- The lead inspector met with representatives of the local authority.
- The inspectors met formally with two groups of pupils and spoke informally to other pupils during lessons and around the school. A number of pupils read to an inspector.
- A wide range of documentation was considered, including: the school's self-evaluation and raising attainment plan; minutes of the governing body's meetings; reports from the headteacher, diocese and local authority; information on pupils' progress and attainment; and records of pupils' behaviour and attendance. The lead inspector scrutinised records related to safeguarding.
- The inspectors took account of parents' views through 115 responses to the Ofsted survey, Parent View, including 57 free-text comments, and through informal discussions with parents.

## Inspection team

Deborah Gordon, lead inspector	Ofsted Inspector
Christopher Crouch	Ofsted Inspector
Graham Marshall	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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)

© Crown copyright 2019