

# Inspection of All Saints Church of England Primary School, Freshwater

School Green Road, Freshwater, Isle of Wight PO40 9AX

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Inspection dates: 24–25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils care for and respect each other. Pupils told inspectors that they are proud of the school and enjoy learning and playing with their friends.

Staff have high expectations of what pupils can achieve. They make sure pupils throughout the school can read, write and count really well and have opportunities to develop the qualities they need to succeed in the future. Pupils work hard in class and live up to the school values of 'resilience, inspiration and aspiration'.

Pupils throughout the school feel safe. They learn to be responsible online both inside and out of school. Pupils in every year group learn to swim. This is an important skill in this coastal community. Pupils and staff have strong relationships, meaning that pupils are confident in talking to adults if they have a worry or concern. Pupils told us that bullying is rare. We found that staff are good at dealing with it if it does happen.

Pupils are well behaved and respectful in class. They enjoy discussions. A few can struggle to contain their ideas, and call out in class.

## **What does the school do well and what does it need to do better?**

The headteacher and staff have worked hard to review and improve the school's curriculum. Most subjects are carefully planned and skilfully delivered. Staff order pupils' learning well to ensure they learn the right knowledge at the right time. For example, staff teach pupils the key words and concepts they need in science before they begin a new topic. They then revisit these to make sure pupils remember and understand the most important information.

Pupils throughout the school read really well. They make a great start, learning about letters and the sounds they represent (phonics) before putting them together to make whole words. Pupils practise their sounds often. This helps them to remember and recall what they have learned. Staff assess pupils regularly and quickly notice any who fall behind. They offer these pupils extra support, which helps them to keep up with others. Older pupils put their reading skills to great use. They love selecting and reading books from the library. We had some fascinating discussions with pupils about authors such as David Walliams and Michael Morpurgo.

Pupils learn the full range of national curriculum subjects. They could tell us how they had developed their skills over time. For example, pupils learned how to maintain their balance and applied this in a range of sports in physical education lessons. Pupils learn the basics in mathematics. They revisit their learning often, which means they can, for example, quickly recall number facts when needed. Some subjects are further ahead than others. Staff are currently reviewing the geography and history curriculum to help pupils to build their skills and knowledge in a more logical order.

Pupils behave and concentrate well in class. They enjoy a lively discussion but settle to tasks as soon as their teacher asks them to. Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with families to identify pupils' needs and find ways to help them learn. This has been particularly successful for those pupils who find it difficult to manage their feelings and get on with their work. The behaviour of these pupils has improved. However, some still struggle to wait their turn during discussions.

Pupils learn the skills they need to thrive in the future. All pupils are taught to overcome challenging tasks. Many pupils told us about the 'learning pit' and explained, 'You have to keep going when things get hard.' This helps pupils to develop their resilience. Pupils enjoy a wide range of clubs. Gardening, in particular, is very well attended. Pupils were delighted with their recent award from the Royal Horticultural Society, which recognised how well they had planned and tended their school garden in their own time.

Children in early years make a great start. They learn to look after themselves, share equipment and to play with their friends. Staff work hard to help children to develop their speech and vocabulary and grasp early reading and mathematical skills. Staff assess children well and support any who fall behind.

Every teacher in this small school leads a subject. Teachers are keen to do their very best for the pupils and have worked hard to develop their skills and understanding in English and mathematics. They have developed an interesting and ambitious curriculum that helps pupils to know and remember more. Staff are in the process of improving their subject knowledge, so they can raise the quality of education further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Checks on staff are conducted well before they start work at the school. All staff are well trained to spot and report any concerns they have. Leaders use this information to get families the help they need. This includes early help, which provides useful support and guidance for families when things get hard.

Governors keep a close eye on the school's procedures. They work with the local authority to check the school's safeguarding systems and make improvements when needed. This is a vigilant and caring school that ensures that pupils' welfare is given the highest priority.

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

### (Information for the school and appropriate authority)

- All staff have benefited from training to improve their teaching in English and mathematics. Leaders should now make sure that staff possess the knowledge to develop subjects such as history and geography even further.
- Pupils with SEND are well supported. This has had a profound impact on pupils who have social, emotional and mental health needs. They focus on their work and are well equipped to manage their emotions. Leaders should now ensure that these pupils are supported to learn to share their ideas without interrupting others.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	118185
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10111119
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Catherine Powell
<b>Headteacher</b>	Nicki Mobley
<b>Website</b>	<a href="http://www.allsaintsprimaryfreshwater.co.uk">www.allsaintsprimaryfreshwater.co.uk</a>
<b>Date of previous inspection</b>	3–4 May 2017

## Information about this school

- The headteacher took up post in April 2011. One new member of teaching staff has joined the school since the previous inspection.
- This is a very small school. As a result, pupils are taught in mixed-age classes.
- The school's Christian ethos was last inspected in April 2015.
- Since the previous inspection, there has been a rise in the proportion of pupils with SEND, particularly those with social, emotional and mental health needs.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with senior leaders and five governors, including the chair. The lead inspector held a phone call with an officer from the local authority.
- On day one of the inspection, inspectors considered the quality of education by looking in depth at reading, mathematics, physical education and science. They talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. Inspectors considered a wider range of subjects on day two.

- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- Inspectors considered the views of staff, pupils and parents and carers, shared through the Ofsted surveys. Inspectors also held discussions with pupils at breaktime and with parents at the start of the day.

### **Inspection team**

Daniel Lambert, lead inspector

Her Majesty's Inspector

Liz McIntosh

Ofsted Inspector

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