

Inspection of a good school: All Saints CofE Primary School, Horsham

Tylden Way, Horsham, West Sussex RH12 5JB

Inspection dates:

12–13 November 2019

Outcome

All Saints CofE Primary School, Horsham continues to be a good school.

What is it like to attend this school?

Pupils at All Saints feel happy and safe. From Reception, pupils' personal development is a priority. The school goes above and beyond to help, so that all pupils do well. Pupils know and understand the school's values of creativity, respect, compassion and hope. 'REspect' week helps pupils appreciate the importance of tolerance.

Leaders encourage pupils' creativity, while setting high standards of behaviour and learning. Teachers work hard to make their lessons interesting, so that pupils want to learn. Pupils enjoy lessons and say learning is fun. Teachers make learning as practical as possible. Teachers focus on 'doing' rather than listening. Work is set at the right level for pupils of differing abilities. Extra help is given to those pupils who find learning more difficult. Pupils like discussing their work with their friends. They say it helps them learn and to develop their views and opinions.

Pupils behave well because they know if they do not, it not only affects their learning but that of their friends. Some parents raised concerns about bullying. Pupils do not share these because they say they each have at least five trusted adults who care about them and that bullying is tackled. They can speak to these adults if they have any worries.

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

Leaders have maintained a good standard of education since the previous inspection. They are ambitious for pupils and want them to achieve the very best. The school's strong Christian ethos and vision of 'Seeking God in all we do' is at the centre of all learning. The content of the subjects that pupils study has been carefully considered. Pupils get a good all-round experience of the different subjects. Learning encourages pupils' creativity, so that school develops the 'whole person'.

Before children start school, teachers make every effort to get to know them. Pre-school and home visits help Reception children to make a confident start. Children settle, feel safe, are happy and make friends quickly.

Pupils achieve well in reading, writing and mathematics. Reading is a strong focus. Reception children learn letter sounds from day one. They learn the sounds regularly and have lots of opportunity to practise and remember. This focus continues with a very structured reading programme in Years 1 and 2. Pupils become confident and fluent readers. Help is available for those pupils who find reading difficult. There are individual and group sessions to enable pupils to practise their reading. Pupils enjoy the extra help that builds stamina and confidence. Older pupils who need extra support are helped through support packages: 'better reading partners', which focuses on fluency, or 'reading for meaning', which concentrates on comprehension. Leaders prioritise reading and this is evident in older pupils' love of books.

In other curriculum areas, learning is organised but less well sequenced. Leaders and teachers are taking the right steps to improve the way it is planned from Reception to Year 6. They are considering the content of individual subjects so that pupils learn the right things in the right order. Individual subject leaders are looking at the sequence of learning in their subjects. It is important that leaders and governors look carefully at the order in which they are tackling subjects so as to make it manageable for staff and to improve the weakest first.

Pupils are given opportunities to find things out for themselves. Learning outdoors provides occasions for pupils to apply skills practically. Pond dipping in science, shelter making in history and calculating the perimeter of the playground in mathematics are some examples pupils said they enjoyed.

Pupils of all ages have very positive attitudes to their learning. Misbehaviour is rare because lessons are interesting and pupils want to learn. Reception children quickly adapt to new routines. They sit and listen with concentration. They can confidently talk about their learning and especially enjoy learning outside.

Teachers have a consistent approach to learning. For example, in mathematics there is always practical apparatus for pupils to use. In history, teachers always refer to a 'timeline' and pupils have to put historical events in the right order. This consistency is helping pupils learn better over time. Teachers build on what pupils already know and understand.

Teachers make sure that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) get the help they need. They are well supported in class and get additional sessions to give them the extra practice they need. These pupils attend several targeted extra-curricular clubs, such as sensory circuits. This boosts their confidence and resilience, helping them learn better when in class.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Procedures for protecting pupils are clear and understood by staff. Concerns are recorded and always followed up. All staff receive regular and timely training. Staff are confident in taking the right actions should a

safeguarding issue arise. All pupils learn about online safety and staff improve pupils' knowledge regularly. The school works well with other agencies to make sure that pupils and families get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to continue the work they are currently undertaking on curriculum development so that it is planned equally well across all pupils' areas of learning. This should be tackled in a logical order so that improvements are brought about most quickly in the areas where pupils' learning is currently the least well planned.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged All Saints CofE Primary School, Horsham to be good on 1–2 February 2011.

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 are 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

Unique reference number	133321
Local authority	West Sussex
Inspection number	10111323
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Alison Styles
Headteacher	Susan Costa
Website	www.allsaints.w-sussex.sch.uk
Date of previous inspection	3 March 2016

Information about this school

- The school is an average-sized primary school.
- As a school with a distinctive Christian ethos, the school was last subject to an inspection under section 48 of the Education Act 2005 in October 2016, when it was judged to be outstanding.

Information about this inspection

- All year groups were visited by the inspector, always accompanied by senior leaders. During visits to lessons, I talked to pupils about their work.
- I met with senior leaders, the governing body including the chair, and a representative of the local authority. I also had a telephone conversation with a representative of the Diocese of Chichester.
- I did deep dives into these subjects: reading, mathematics and history. This involved meeting leaders who are responsible for these subjects and visiting lessons to observe learning. Meetings were held with pupils to talk about their learning and with teachers to discuss pupils' understanding.

- I gathered a range of evidence regarding safeguarding, including from discussions with pupils and staff, training logs and safeguarding records.
- In addition to meeting five parents, 45 responses to Ofsted's online questionnaire, Parent View, including 40 written responses, were considered. I also took account of the views of 30 staff and 115 responses to the pupils' survey.

Inspection team

Bill James, lead inspector

Ofsted Inspector

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