

INSPECTION REPORT

**ALL SAINTS CHURCH of ENGLAND CONTROLLED
INFANT SCHOOL**

Durrington, Salisbury

LEA area: Wiltshire

Unique reference number: 126323

Headteacher: Mrs S Laughton

Reporting inspector: Margaret Dickinson
12363

Dates of inspection: 6 – 8 November 2000

Inspection number: 192534

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	School Road Durrington Salisbury Wiltshire
Postcode:	SP4 8HJ
Telephone number:	01980 652468
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Appropriate authority:	The Governing Body
Name of chair of governors:	Major P Steeples
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Controlled Infant School is in the large village of Durrington, to the north of Salisbury. It is of below average size in comparison with primary schools nationally, with 168 pupils on roll. There are roughly equal numbers of boys and girls. One pupil is from an ethnic minority group; none speak English as an additional language. The percentage of pupils eligible for free school meals is below average. When children first enter school, at four, their attainment is generally below average. Just under 20 per cent of pupils are on the register of special educational needs, which is below average. There are no pupils with a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a good school where pupils' standards by 7 years of age exceed the expectations for their age. The leadership of the headteacher and deputy headteacher is good. The governing body is effective and governors fulfil their strategic role well. The quality of teaching is good and, as a result, pupils achieve well and make good progress. The school gives good value for money.

What the school does well

- Pupils learn effectively because the teachers are skilful in how they interact with the pupils in lessons and they have high expectations of how their pupils will respond and behave;
- The good leadership means there is a clear underlying purpose and sense of direction and all staff share a commitment to improving standards and enabling pupils to achieve well.
- The school places good emphasis on developing pupils' spiritual, moral and social awareness; adults are sensitive to pupils' needs and show a high degree of care and support. This is reflected in pupils' very positive attitudes to school and the extent to which they work independently.
- Governors have set up a good range of procedures for monitoring the work of the school in order to maintain a strategic overview.

What could be improved

- The data from teacher's assessments and national tests is not used analytically enough to find out what could be improved or to set suitably challenging targets for the school as well as for individual pupils;
- The way the school day is organised means that the available time is not always used efficiently and the total time allocated to teaching each week is lower than the recommended minimum for this age group;
- The food preparation area used by pupils does not meet the requirements for food hygiene and one of the fire doors does not open freely; both are a risk to pupils' health and safety.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Since then, standards have improved in reading, writing and mathematics and pupils are making better progress than they did at that time. The school exceeded the targets it sets itself for pupils' performance in the national tests but these could be more challenging. There has been good improvement in tackling the key issues identified in the last report. The governing body is now much more involved in monitoring the curriculum and the standards in the school. The teachers now take account of what they want the pupils to learn when planning their lessons and consider pupils' differing abilities, particularly when planning literacy and numeracy lessons. The accommodation has been much improved by the building of a new mobile unit, which houses two classrooms. The school now fulfils the statutory requirements for reporting attendance figures and national test results to parents.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	B	C	C
writing	A	A	C	D
mathematics	A*	A	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in reading was well above average between the years 1996-1999 and above average in writing. The school did particularly well in mathematics over this period and the pupils' performance put the school into the top 5 per cent of schools nationally. The school maintained its good standards over these four years. However, the 2000 national test results were not as good, when compared to national figures, because there were more pupils than usual attaining the lower levels and fewer reaching the higher level 3. This was particularly the case in writing. This resulted in lower average scores than in previous years which, in turn, meant results were similar to the national averages rather than above. The main reason was, in that particular year group, there were more pupils on the later stages of the special educational needs register than had been the case in the past. Despite this, inspection evidence shows many of these pupils made good progress during Year 2, considering the nature of their individual needs, particularly in reading and mathematics. Inspection evidence shows the current Year 2 group are working at a higher level than the 2000 results suggest and that pupils are, once more, exceeding the expectations for this age and working at an appropriate standard.

The school sets both safe and challenging targets for pupils' performance in the tests. Even though the Year 2 pupils who took the tests in 2000 were from a generally less able year group, the school's challenging targets were exceeded in reading, writing and mathematics. The 2001 targets are too modest and the difference between the safe and challenging targets is, in some cases, too small.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They get down to work quickly, keep their concentration and work hard.
Behaviour, in and out of classrooms	Very good in lessons and when in the playground. Pupils enter assembly very quietly and sensibly.
Personal development and relationships	Very good. Pupils show very good levels of independence. They help each other and willingly share resources. Pupils enjoy taking responsibility and assisting with jobs around the classroom.
Attendance	Satisfactory

Pupils' attitudes, behaviour and personal development are a clear strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching in the sample of 16 lessons seen during the inspection was always satisfactory or better. It was very good or better in 25 per cent and good or better in 69 per cent. In the most effective lessons, teachers are very well organised and they transmit their enthusiasm to the pupils. The pupils know what they should be doing and they make good headway with their learning. Teachers expect pupils to settle to work quickly, which they invariably do, and many pupils show good levels of independence and concentrate well on their tasks. The teaching of literacy and numeracy are good. Teachers plan lessons very well, particularly in English and mathematics, and pupils of all abilities therefore make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is an appropriate emphasis on literacy and numeracy but at the same time, all pupils experience a broad and balanced curriculum. The curriculum for children in the foundation stage is good.
Provision for pupils with special educational needs	Good. Teachers use pupils' individual education plans when planning work in literacy and numeracy and these pupils are supported well by teaching assistants so that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for pupils' spiritual, moral and social development and this is a strength of the school. Cultural provision is satisfactory.
How well the school cares for its pupils	Good. The school cares for pupils very well. All members of staff know the pupils well and encourage them to do their best. The arrangements for child protection are good. There are some health and safety issues which need addressing.

Children in the reception classes experience a good range of activities which are appropriate for their age and which promote all the necessary areas of learning well. Assemblies make a particularly strong contribution to pupils' spiritual awareness. The school fosters pupils' personal and social development very effectively and all staff play a role in this, through the sensitive way in which they speak to pupils and the way they value and respect their contributions and efforts.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives clear leadership and direction to the work of the school. The headteacher and deputy headteacher manage the school well and staff are committed to providing an effective education for the pupils.

How well the governors fulfil their responsibilities	The governing body has a good strategic overview of important aspects of the school's work, such as the curriculum and the standards pupils attain.
The school's evaluation of its performance	Good. There are good system in place for monitoring the quality of teaching and the curriculum. The school analyses pupils' performance in national tests to some extent but pupils performance could be analysed in more depth to find out where the strengths and weaknesses lie.
The strategic use of resources	Satisfactory.

The school has a positive ethos and all members of staff work well together as a team. The headteacher and co-ordinators monitor teaching systematically. Governors have set up an appropriate range of strategies for monitoring the work of the school and, together with the headteacher, they reflect critically upon the effectiveness of the school. The principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the teaching is good • the school has a very caring ethos • they find it easy to approach the school with queries or concerns • their children enjoy coming to school • the children behave well and respect one another 	<ul style="list-style-type: none"> • some would like to see a wider range of activities outside lessons

Inspectors support parents' positive views. Given the broad curriculum pupils experience during lesson time, inspectors do not agree with some parents' concerns over extra-curricular opportunities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils learn effectively because the teachers are skilful in how they interact with the pupils in lessons and they have high expectations of how their pupils will respond and behave.

1. Teachers expect a lot of their pupils and they in turn rise to the challenge. They use a good range of questioning techniques that serve a number of purposes: for example, to challenge pupils' thinking; to reinforce what has been learned; to check pupils understand and to encourage them to make predictions or explore their ideas. A good example of this occurred in a mathematics lesson, where the teacher encouraged the pupils to tell the rest of the class how they had worked out mental calculations based on measurement. By asking questions such as 'How did you do that?' she helped the pupils who had answered to think about the methods they had used and, at the same time, made sure the other pupils understood each particular method. Another effective strategy was to start her questions with phrases such as 'I have a problem....', which immediately made the pupils listen very carefully and concentrate, because they wanted to solve it. In a science lesson, another teacher skilfully encouraged the pupils to think like scientists and to consider the sort of questions scientists might ask themselves, such as 'I think it might...?', 'What would happen if...?' and 'Why?' The pupils were intrigued by the 'rainmaker' as they passed it around the circle working out how it could make a sound and were particularly delighted when one child caused it to make a cascading sound by accident. The teacher capitalised well upon the potential of this instrument to develop a sense of awe and wonder in the pupils.
2. Teachers often use humour well as a way of encouraging learning. In one lesson with the youngest children, the teacher kept making intentional errors in how she read a book, for example by reading the print backwards or starting at the back page. The children really enjoyed pointing out what she was doing wrong and, through this, they reinforced their own early reading skills in a fun way. In another literacy session for children in a reception class, the teacher's manner, the pace of the lesson and her use of vocabulary was very suitable for this age, which meant that children were completely engaged. They sustained their concentration very well and learned a lot about 't' and how it sounds at the start and end of words.

The good leadership means there is a clear underlying purpose and sense of direction and all staff share a commitment to improving standards and enabling pupils to achieve well.

3. The headteacher gives a clear sense of direction and purpose to the work of the school and there is a strong sense of teamwork in the school. The headteacher monitors the work of the school effectively in several ways and involves co-ordinators well in this respect. She has a clear overview of the quality of teaching in the school through a well-established, systematic programme of classroom observations.
4. The English and mathematics co-ordinators have each carried out a careful analysis of the 2000 national tests to identify aspects that could be improved. Co-ordinators also collect in samples of pupils' work on a regular basis again to look for areas that could be developed. Both these strategies have helped to raise standards this year because all teachers have been focusing on particular aspects of both subjects. In mathematics, for example, the pupils in Year 2 are already familiar with the properties of three-dimensional shapes and are confident using a measuring stick with varying units. They have made good progress in learning about shape, space and measure as a direct result of the school's recent focus on these areas of mathematics. In English, the school has been focusing on improving writing because no pupils attained the higher level 3 in the 2000 national tests. This has been effective and pupils' books show that pupils' standards are improving. They have plenty of opportunity to write in a good range of forms, including extended pieces of work, when pupils write from their own imagination and explore their own feelings and ideas.

The school places good emphasis on developing pupils' spiritual, moral and social awareness; adults are sensitive to pupils' needs and show a high degree of care and support. This is reflected in pupils' very positive attitudes to school and the extent to which they work independently.

5. Assemblies are an important part of the school day and they make a strong contribution to pupils' personal development. In lessons, teachers encourage pupils to reflect on their own and other pupils' thoughts. For example in a religious education lesson, when pupils were learning about the story of Jesus calming the storm, they considered how most people are frightened by some things. Pupils were very interested in this and listened very well to one another, showing clear respect for one another's feelings.
6. Teachers are sensitive to pupils' feelings when talking to them. They modify pupils' behaviour in positive ways. For example, in one lesson with reception children, the teacher said very calmly, 'Can you put it away now because we're listening to
7. Even the youngest children work well on their own. They are given plenty of opportunity to choose activities and they willingly take turns and share with one another. At this early stage in the year, they know when they are expected to work independently, for example when the teacher is focusing on a specific group of pupils, and in almost all cases they respect this.
8. During the inspection, there were many instances when inspectors saw pupils helping one another and showing care and respect. They help each other with their art aprons, for example, and share resources very willingly. They look after one another and are friendly; for example in one lesson a pupil spontaneously said 'There's a space here....' when another pupil was unable to find somewhere to sit as the class moved to sit in a circle on the carpet.
9. All parents who attended the parents' meeting before the inspection praised the positive approach of everyone in the school and felt that the supportive ethos was one of the school's particular strengths.

Governors have set up a good range of procedures for monitoring the work of the school in order to maintain a strategic overview.

10. Since this was raised as a key issue at the previous inspection, governors have made very good progress in developing this aspect of their role. They are well informed by the headteacher and co-ordinators and therefore have a good overview of the curriculum and standards in the school. For example, they look at the school's performance in the national tests and compare results with national figures and those of similar schools. Governors are responsive when a weak area is identified. For example, they funded additional teaching assistants to support a number of pupils in Year 2 last year who were having difficulties with reading, and they monitored the outcome carefully by asking for regular reports on their progress.
11. Individual governors are linked to different subjects and they work closely with co-ordinators so that they can gauge what happens in school. A particularly strong aspect is their programme of classroom visits. These are well focused and effectively recorded. Governors reflect on their own practice in supporting and monitoring the work of the school. For example, they are currently reviewing the pro forma they use for observing lessons because they feel this could be improved. This shows that governors are keen to improve and refine their own effectiveness in guiding and supporting the work of the school.

WHAT COULD BE IMPROVED

The data from teacher's assessments and national tests is not used analytically enough to find out what could be improved or to set suitably challenging targets for the school as well as for individual pupils

12. The school holds data on pupils, from both school-based assessments and national tests. This could be collated and recorded more effectively and used in more detail to analyse pupils' performance. For example, up to now, the school has only looked at the percentage of pupils attaining level 2 and above when comparing the school's results with the national figures and with other similar schools. Yet there is value in looking in more detail at the pupils who gain level 2, to see how many attained it easily and how many only just reached that level, and in comparing the school's average scores with national data. The school's systems for recording teachers' ongoing assessments could be improved. The way teachers collate information at present is rather haphazard and this does not help them to monitor pupils' ongoing progress or to influence the way they plan future work.
13. Over the last year, the school has started to assess pupils' writing on a half-termly basis, using National Curriculum levels. Overall, good progress has been made in setting these individual targets for pupils to help them improve in specific ways although the quality does vary and some teachers' targets are too general, for example, 'keep all work neat and tidy'. Assessing pupils against National Curriculum levels could be used more effectively to help identify what individual pupils need to do next to improve and, moreover, to help the school set suitably challenging targets for the end of Year 2 national tests each year. The current 2001 targets are too modest and in some cases there is a very small margin between the school's safe target and the challenging one.

The way the school day is organised means that the available time is not always used efficiently and the total time allocated to teaching each week is lower than the recommended minimum for this age group

14. The amount of time spent on the curriculum falls below the recommended minimum time of 21 hours. Since the school has introduced new setting arrangements for some subjects, there are several points in the day when teachers wait for other pupils to arrive as pupils change sets. These periods are mainly used for time-filling activities or administrative tasks as opposed to teaching and learning. This is particularly true first thing in the morning and afternoons, after registration. The way the timetable is organised for literacy and numeracy means there is often a fifteen or twenty minute session before morning and lunchtime breaks; again, this time is not always used productively. For example, in one class this was used to allocate rewards to pupils and by the time they had organised themselves into reading groups, only half the allocated time was used effectively. On another occasion, when the teacher used this time for handwriting and reading tasks, it was not long enough to have an impact upon pupils' learning as around half the pupils were forming their letters incorrectly but the teacher did not have time to pick this up.

The food preparation area used by pupils does not meet the requirements for food hygiene and one of the fire doors does not open freely; both are a risk to pupils' health and safety.

15. One of the doors through which the pupils leave the main building to enter the playground has a faulty opening mechanism and should be repaired as a matter of urgency. When pupils prepare food as part of lessons they are currently using classroom tables, whereas there should be a dedicated for food preparation which complies with the health and safety regulations for food preparation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. In order to build upon the good work of the school, the headteacher and governing body should now address the following in their action plan:

- (1) Collate and analyse the information from teachers' assessments and national tests more effectively in order to:
 - identify aspects of standards that could be improved;
 - set specific and measurable targets for individual children to help them improve
 - set appropriately challenging targets for the school's performance in the national tests;(page 12)
- (2) Increase the amount of time spent on the taught curriculum to bring it into line with the national guidance and review the organisation of the daily timetable to make the best use of the available teaching time;
(page 13)
- (3) Address both health and safety issues raised in the report
(page 13)

(1) The first issue has already been identified by the school as an area for improvement

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	19	44	31	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	168
Number of full-time pupils eligible for free school meals	15
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	34
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	35	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	26	31
	Girls	32	31	33
	Total	60	57	64
Percentage of pupils at NC level 2 or above	School	92 (91)	86 (91)	97 (99)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	31	31
	Girls	30	31	29
	Total	55	62	60
Percentage of pupils at NC level 2 or above	School	83 (91)	92 (93)	91 (99)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	26.5
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	98.75

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	313,813
Total expenditure	302,825
Expenditure per pupil	1682
Balance brought forward from previous year	-9025
Balance carried forward to next year	10,988

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	4	0	0
My child is making good progress in school.	64	34	0	2	0
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	60	34	4	2	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	51	34	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	66	21	11	2	0
The school expects my child to work hard and achieve his or her best.	57	38	4	0	0
The school works closely with parents.	51	38	9	0	2
The school is well led and managed.	66	23	9	2	0
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	20	11	28	15	26