

## INSPECTION REPORT

### **ALL SAINTS CE (AIDED) PRIMARY SCHOOL**

London NW2 2TH

LEA area: Barnet

Unique reference number: 101315

Headteacher: Mrs Sian Davies

Reporting inspector: Rod King  
1742

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> February 2003

Inspection number: 246114

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Address:	Cricklewood Lane London
Postcode:	NW2 2TH
Telephone number:	020 8455 9091
Fax number:	020 8458 1066
Appropriate authority:	The governing body
Name of chair of governors:	Father John Wainwright
Date of previous inspection:	10 <sup>th</sup> – 14 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1472	Rod King	Registered inspector
9502	Rosalind Hall	Lay inspector
25455	Mary Summers	Team inspector

The inspection contractor was:

*icp*  
*360, Lee Valley Technopark*  
*Ashley Road*  
*London*  
*N17 9LN*

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

All Saints is a smaller than average Voluntary Aided CE Primary School with 196 pupils. Children enter the school at the beginning of the year in which they become five and leave at the end of the school year following their eleventh birthday. The school's population reflects the community it serves; it has a rich ethnic mix in which just under a quarter of children come from a White British background with the remainder from Black British, Caribbean, European and a wide number of other communities. There is a high proportion of children who come from homes where English is not the family language. Although it is a denominational Anglican school, it welcomes families from a wide background of religions and cultures. About a fifth of pupils either join or leave the school mid-way through the year. The school is organised into seven classes, each providing for a year group from Reception to Year 6. Some year groups have significantly more girls than boys or vice versa. The number of pupils being supported by the school because they have special learning needs is in line with the national average. Those entitled to receive free meals is also broadly average, but this figure is rising. Attainment on entry to the school is similar to the national picture. There are good links with the church and local community and the level of parental support is high.

Over the previous two years or so, there have been a relatively high number of changes to personnel within the school's management, as well as to teaching and non-teaching staff. This period of change has necessarily affected the school's ability to secure some of the longer-term improvements required.

### **HOW GOOD THE SCHOOL IS**

The school is effective and one that works hard to meet the educational needs of all its pupils. Challenging teaching leads to high standards in English, but pupils do not do as well in mathematics and science. The climate for learning is very good; pupils work hard and they are developing very good attitudes to life and to their work at school. Relationships are also very good and parents hold the school in high regard. The school makes good use of the funds available to it, in order to ensure that pupils make progress in their personal and academic development.

#### **What the school does well**

- Pupils' work in English is very good and, in some cases, outstanding.
- Pupils have very high levels of personal development, positive attitudes and are maturing very well due to high quality care and provision.
- Children have a very good start to their learning at school.
- The school works hard to enable all pupils to benefit from the education it provides.

#### **What could be improved**

- Pupils do not achieve as well in mathematics as they could.
- The school does not make as much use as it could of the assessment and monitoring information it has available in order to help pupils to do even better.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory progress since the last inspection. There were no major weaknesses identified as a result of the last inspection, which took place in 1997. All the minor development points have been dealt with and these include:

- clarifying the work of the governing body in the leadership of the school;
- developing the role of the co-ordinators;
- teachers using schemes of work to help them with their planning;
- improving the work for younger children.

The governing body now has a clear brief and undertakes its work in providing, together with the headteacher, clear strategic leadership which benefits the school. Co-ordinators also have a clearer understanding of their work; but several are overstretched because they have too many responsibilities. Schemes of work have been developed, and, with the exception of mathematics, they are used productively by teachers to support their planning. The work with younger pupils is now a clear strength of the school.

The school has sustained much of the good work that was reported in the last inspection, but, in comparison with that time, pupils are not achieving as well in mathematics and science by the time they leave the school. In other areas, such as what the school does for children in their early years of schooling and the ways in which the governors work, there have been significant improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	B	B
mathematics	B	C	E	E
science	B	C	D	E

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Many children start school with social skills which enable them to benefit from their time in the Reception class. Some of the children who come from homes where English is their family's additional language make very good progress in using English to speak, listen and learn. Most children are achieving very well in all areas of learning by the end of the Foundation Stage<sup>1</sup> and this gives them a very good base for work in Year 1.

The table above shows that, by the time they leave the school, pupils are doing well in English compared with all other schools. This is also the case when All Saints' pupils' achievements are compared with those from similar schools<sup>2</sup>. Pupils make good progress in English, especially in their writing, because of high quality and enthusiastic teaching and their own very positive attitudes to the subject and this is the case throughout the school. In lessons, inspectors saw that pupils were particularly good at:

- speaking confidently and expressively;
- reading with understanding;
- writing in different contexts, for different audiences for a wide range of purposes and presenting it well.

The way teachers use literacy skills in subjects such as science and information technology helps pupils to practise, consolidate and improve their achievements as well.

<sup>1</sup> The Foundation Stage is from a child's third birthday until the end of the reception year. At All Saints, this means the children in the reception class.

<sup>2</sup> Similar schools are those that have about the same number of pupils on the register and have a similar number of children eligible for free school meals.

The standards pupils reach in English are not reflected in science and in mathematics in particular. Inspectors found that the work pupils have to do in mathematics is disjointed as they move from the lower to the upper parts of the school because there are different approaches to teaching the subject. The school's policy for mathematics does not help teachers to focus sufficiently on what needs to be done to make pupils' learning successful and what needs to be improved and how. The result is a lack of consistency in what is planned for pupils to learn and in how time is used to best effect in mathematics lessons. Lessons which were seen by inspectors in the upper part of the school show that the use here of national strategies and planning systems are beginning to have a positive effect on improving pupils' progress. The school is aware of this and has plans to secure the improvements that are necessary to ensure that all pupils do better. Similarly, raising achievements in science appears in the school's plan for improvement and, in the lessons seen, this was also beginning to improve pupils' learning and their achievements. Targets for individual pupils are being used effectively by teachers to check progress and this is starting to make a positive contribution to the development of pupils' skills and understanding.

Pupils with special needs make very good progress because of the high quality of what the school provides for them. This is also the case with those children for whom English is their additional language. By the time they reach the end of Year 2, the vast majority has acquired the ability to think, work and speak in English.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good: pupils are very keen and interested in their work and show real interest in what they do.
Behaviour, in and out of classrooms	Very good: pupils are very well behaved in their lessons and at other times in the school day and this helps them in their work.
Personal development and relationships	Very strong and constructive throughout the school. Pupils are developing very positive values and beliefs to guide them in their lives.
Attendance	Satisfactory: attendance is in line with the national average and most pupils arrive promptly so that they can make the most of the school day. Pupils respond well to the punctuality and attendance awards systems the school has implemented.

Pupils' attitudes and values exert a very positive influence on their work; classrooms have a purposeful atmosphere and teachers are able to concentrate on teaching and learning without dwelling on behaviour. Pupils respect each other's differences and care for each other, making the school a happy community.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Satisfactory	Satisfactory

*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 progress that children make in the Reception class owes a great deal to the high quality of teaching and support that they receive from other adults in the school.



Elsewhere, all the teaching is at least satisfactory and pupils are benefiting from their lessons.

More than half of the teaching is good and some of this is very good. This is usually the case because:

- teachers are passionate about the subject and this is communicated to the pupils;
- pupils are presented with unusual or exciting challenges;
- behaviour is good;
- there is a very good atmosphere which stimulates pupils to think and work hard;
- pupils work together productively, or by themselves if the task demands it;
- the pace of learning is good.

Where teaching is satisfactory, many of the above characteristics are present and pupils' learning is secure. In these lessons there are more strengths than weaknesses in the teaching but some pupils are not achieving as well as they might. This is because often the work is not demanding enough and the tempo of lessons is too slow. Teachers spend too much time talking to their pupils at the beginning of lessons and too little time is available for pupils to get on with their work. This, in turn, does not leave enough time at the end of lessons for teachers to assess and reinforce what has been learnt and what might be improved.

Classroom assistants make a very good contribution to pupils' learning throughout the school. They are highly respected, well briefed by teachers and have very good productive relationships with pupils. Pupils at all levels of attainment benefit from their support. The skills of literacy and numeracy are taught reasonably well.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory: statutory requirements are met and all subjects of the National Curriculum and the early learning goals of the Foundation Curriculum are taught. The time the school elects to spend on English leaves less time for mathematics and other subjects.
Provision for pupils with special educational needs	Very good: what is provided is well co-ordinated. Pupils are supported well and have well focused targets, particularly in literacy, to improve their skills and understanding. An especially good feature is how children and their parents take an active part in determining individual targets.
Provision for pupils with English as their additional language	Very good: school leaders and staff works hard to ensure that these children have access to the full curriculum through specific and individual programmes of support and development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: lessons and assemblies provide opportunities for pupils to think about meaning and purpose. Moral and social development are promoted very well through the day-to-day life of the school. What the school does for pupils' cultural development is also very strong and every effort is made to celebrate the children's own heritages and respect fully those of others.
How well the school cares for its pupils.	Good: a caring atmosphere pervades the school. Staff know pupils very well and respond sensitively to their individual needs. There is very strong support for pupils' self-esteem. Procedures for child protection are effective.

What the school does to improve the personal development of its pupils through supporting their spiritual, moral, social and cultural growth is of a very high quality and pupils are developing very well as individuals as a result. The school is proud of being an Anglican community whilst giving a warm welcome to families from other faith communities, as well as cultural and language backgrounds and ensures that they are well provided for. Assessment procedures are developing. They are used to track the progress of individual pupils carefully but are not yet fully used by staff to identify and act upon areas which require improvements.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good. The headteacher, together with the deputy headteacher, are effective in creating a school community in which diversity is celebrated and one in which all pupils feel valued. Parents, governors and staff testify warmly and respond well to the direction the headteacher gives. Overall subjects are led less successfully because at the moment teachers carry too many responsibilities.
How well the governors fulfil their responsibilities	Governors are effective in their work for the school. Their commitment and wish to do everything right for their pupils is based on a strong and developing partnership with school leaders.
The school's evaluation of its performance	Satisfactory; the school has monitoring procedures and is using assessment data to inform these. Subject co-ordinators do not currently analyse weaknesses and take action for improvement as a matter of routine.
The strategic use of resources	Effective use is made of resources and, together with the headteacher, the governing body has established procedures to monitor this.

There have been many changes in the school since the last inspection. These have affected all levels of staffing and include the recent appointment of a new senior management team. At the moment, management responsibilities are not shared out evenly between staff because of the appointment of two newly qualified teachers. This has resulted in a number of staff having too many key aspects of school development to manage effectively and some key improvement work being sidelined. There are plans to improve staffing arrangements so that key improvements can be secured, such as standards in mathematics and science.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is a friendly, welcoming place</li> <li>• Children enjoy coming to the school</li> <li>• The attitudes, values and behaviour of the children</li> <li>• Children mature well in school</li> <li>• The school leadership and the positive partnership with parents</li> <li>• Teachers are accessible and approachable</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents thought that their children had too much homework and a similar number felt there was not enough</li> <li>• A small response indicated that parents felt they were not well enough informed about their children's progress</li> <li>• Some parents felt that there are not enough activities outside lessons</li> </ul>

The inspection strongly endorses parents' positive views. The concerns about homework and information provided about progress are not well founded. The curriculum is enriched by educational trips and residential visits. Inspectors agree that the range of extra-curricular activities is too limited.

About half the 197 questionnaires sent out were completed and returned and 28 parents attended the parents' meeting.

## PART B: COMMENTARY

### **Pupils' work in English is very good and, in some cases, outstanding.**

1. Since the last inspection, pupils at the school have performed at levels that are at least in line with what the government expects by the end of Year 6 and often much higher.
2. The results of the 2002 national tests show that by the end of Year 2 pupils matched national expectations in writing. In the same year, Year 6 pupils' English results were better than the national average. In addition, these pupils showed good progress during their junior years. When comparing All Saints' results in English with those for Year 6 in similar schools, pupils do better. This evidence from national tests, taken together with the assessments of the teachers in the school and pupils' work which was inspected, shows that pupils are achieving well, and sometimes very well, in English.
3. Pupils are doing very well in English, especially in their writing, by the time they leave the school. There is a universal determination throughout the school that all pupils will succeed in this very important aspect of their development and a continuing commitment to ensuring further improvements. Achievements are high because pupils' learning is good. In turn, the learning is good because the teaching is good and there is a high degree of consistency in the high expectations of teachers and the way in which the subject is taught. Teachers manage lessons so that all children work at a good pace and ensure that they produce an acceptable amount of work of good quality. Lessons are planned carefully to ensure that pupils get the best out of them and pupils themselves are clear about what they are learning and why. Teachers are passionate about the subject and keen for their pupils to do well and this inspires children to produce work at a high level. Pupils are keen to share their work with visitors and explain what they are doing.
4. In Reception, children are showing early signs of developing into writers. They know that words convey meanings and they recognise and can repeat simple consonant initial letter sounds such as "s", "m", "t", "c", "g" and "h". Their workbooks show that some can write simple words, phrases or sentences independently, whilst others are able to copy write some news or record other work they are doing.
5. The inspection team looked at work in pupils' workbooks and found that the standards they were achieving confirm the 2002 national test results. Lower attaining pupils in Year 2 are able to use conjunctions to join sentences and write in an interesting style which engages the reader. In general, pupils show a developing awareness of correct use of punctuation to improve understanding of their texts and spelling is usually accurate or pupils are able to make a good attempt using letter sounds. Handwriting and presentation of work are of a good standard. At this age, higher attaining pupils are writing a great deal amount of good quality work, often bearing interesting titles such as "*The Big Bad Wolf and Me*". Pupils are showing good progress at this stage of their education.
6. Pupils' workbooks in Year 6 showed the very good levels of work which pupils had produced, which were well above average. Lower attaining pupils demonstrated that they could write for a variety of purposes, such as sequencing instructions, writing effectively in different ways to hold attention, and writing in poetic forms. Across all ability levels, work is very well presented with maturing cursive handwriting. Spelling is accurate and punctuation is used effectively to enhance readers' understanding. Higher attaining pupils produce copious and very sophisticated levels of work. Adjectives and adverbs are chosen carefully to convey mood or to aid precision in description. In the Year 4 class, pupils were considering how writers create imagined worlds and the importance of setting to a story. They were given a short extract, such as "*Prepare for landing!*" *said the captain,*' and asked to think about and describe the setting, and context. This enabled them to understand the importance of settings in their own writing. In the Year 6 class, pupils considered the key features of different types of literary texts or genres. They analysed extracts of work by different authors writing in different styles, such as mystery or science fiction, pulling out

key words which indicated the genre of writing. This provided an excellent foundation for extending into the following lesson in which they were required to plan a mystery story with a twist, considering the use of “blind alleys” or “red herrings”. The resulting plans were of a very high order.

7. There are other reasons for high standards in English, one of the most important being the pride that the pupils themselves take in their work. In addition, very good attention is paid to the pupils who have special educational needs during lessons. They have work which is connected to the purpose of the lesson and which is well suited to their levels of understanding and skills. Teachers and support staff have been trained well and work closely and productively to support specific pupils as well as the whole class.

**Pupils have very high levels of personal development, positive attitudes and are maturing very well due to high quality care and provision.**

8. The quality of pupils’ personal development and that of their values, beliefs and attitudes are very high. Standards of behaviour are also very good in lessons, indoors at lunchtime and in the playground.

9. Pupils have very good attitudes to school and like coming to it. Those who were interviewed spoke animatedly about the school and everything it did for them. There was a strong sense of personal achievement and belonging. The school’s expectations and highly inclusive approach encourages pupils to want to be there and to learn. Behaviour is good; pupils are very aware of expectations in this area and do their very best to stick to the boundaries that are set. They do as they are told in lessons and without fuss, so little time is wasted on managing behaviour and more time devoted to learning and teaching. Pupils say that there is no bullying and that, if there are problems, they are dealt with quickly by the teacher or helper.

10. Pupils with special educational needs or from families with English as their additional language are nurtured and supported within a caring community. Although there are a significant number of pupils with a range of sometimes complex challenges to their learning, they are seen to be an integral part of the school community and made to feel secure.

11. The school provides very well indeed for pupils’ personal development through its very good spiritual, moral, social and cultural education programmes. Pupils are encouraged to reflect on their personal feelings on many occasions in lessons and other planned opportunities, such as class “circle times” and assemblies. Themes of focus during the inspection included, “What does it feel like to be left out?”, “Trust”, “Making mistakes” and “Our tree of faith”. The spiritual development of individuals is enhanced by the explicit implementation of the school’s Christian values and beliefs. Pupils are developing a set of values that inform their understanding of themselves and their outlook on life. Emphasis on personal worth and self-esteem is reinforced in lessons and in assemblies. Teachers and adults show real care for their pupils as individuals. When asked what they enjoyed about coming to school pupils said that their teachers and helpers knew them well, cared about them and always gave them time when they needed it. In the reception area and around the school there are photographs celebrating children at work and play. In other ways, pupils’ good work is celebrated through displays of their writing and artwork and others are encouraged to share in their achievements. Whole-school prayer times give prominence to personal development and enable pupils the opportunity to understand feelings and emotions and talk about them.

12. The school’s promotion and development of moral codes among pupils is also very good. There are many very good opportunities for pupils to consider what is right and what is wrong. In discussions, pupils were very aware of the need to have codes of behaviour when they use the Internet and the reasons for this. School codes of conduct are reinforced consistently and regularly in and out of classes. The value and appreciation of what is acceptable and what is not is reinforced regularly and consistently by rewards and, when necessary, sanctions which underline the importance of developing a personal set of values.

13. High expectations of positive social behaviour are evident throughout the school. Pupils are encouraged to develop very good levels of social awareness because they work within a school that fosters a strong sense of community. Children were observed picking up coats and litter, opening doors for others and doing jobs in the school in a responsible manner. Boys and girls get on very well together and children from different ethnic backgrounds work and play together, often forming constructive working partnerships or groups. On many occasions in lessons, for example, pupils happily teamed up in a mixed group to do work that was set for them. Older children were observed looking after little brothers or sisters. The voice of pupils is heard through the elected School Council, which is a very effective forum for pupils to have their say in the life of the school.

14. What the school does for cultural education is also very good and pupils are developing a strong sense of their own heritage as well as the cultures of others. Positive displays promote pupils' awareness of their own heritages. Photographs are displayed of the old Victorian school building and the early days of occupation of the current building. The church itself, at the heart of the local community, is a close and rich source of cultural heritage that is used well and regularly by staff and pupils alike. Impressive displays around the school celebrate Christianity and other major world faiths, such as Judaism, Islam, Hinduism, Buddhism and Sikhism. Assemblies are often introduced and concluded with excerpts from famous composers; good use is also made of Christian symbols and a candle is used for focused reflection. Provision for pupils' spiritual, moral, social and cultural education was identified by the previous inspection as strong; these continue to be strengths of the school.

15. There are many other ways in which the school demonstrates its care for pupils' personal development, for instance, the ways in which adults relate to each other and work as a team, regardless of position or status. Everyone is valued and everyone's contribution is seen to be important. The school has effective systems for the welfare, safety and protection of the children in its care and these are implemented and monitored thoroughly. The school has established effective measures to improve attendance and punctuality so that the pupils get the best out of their time at school. Teachers and adults ensure that the pupils in their care have the best levels of advice and support whilst they are at school. Much of this care for individuals and their development stems from the strong sense of being a Christian community.

### **Children have a very good start to their learning at school.**

16. Children starting school arrive with a wide variety of home experiences. The work that is undertaken in the reception class ensures that all children have the best possible beginning to their formal learning throughout the school and beyond. Much of the success in English and pupils' personal development, which are so ably nurtured in later years, is attributable to the work that is undertaken in this foundation year. This is particularly the case in the development of children's communication, language and literacy and in the work that is undertaken in promoting their personal, social and emotional development. The school has readily responded to the government's recommendations for the early years' curriculum and the children benefit from expert teaching led by the teacher and other experienced adults who work with them.

17. Children's language development is benefiting from a number of things. Firstly, the expertise and security of early years' curriculum knowledge of the staff who work in the reception class. In addition, there is a clear focus on all aspects of language throughout the day, regardless of the activities or tasks in which children are being engaged. There are lots of opportunities for children to speak in formal and informal settings. In the time at the beginning of the session, when children are sitting together on the carpet, for instance, the teacher asks open-ended questions and ensures that all children are obliged to answer; this they do with thought and enthusiasm. New words, which they will be using later in the session, are introduced carefully and explained clearly. Support assistants are engaged actively in children's learning, often working with small groups. This works well, because they are experienced, know their children, and have been well briefed by the teacher.

18. Children's personal development is supported in many ways and on many occasions throughout the day and, as a result, children are making very good progress. Children are very well versed in routines and settle quickly at the start of their sessions. Their behaviour is very good, they listen carefully and are learning to respect the contributions of others. They know that when an adult is speaking to them, they should listen. When they are working together, they co-operate very well. This was shown when groups worked outdoors as part of a mathematical development session, when children were working with a helper. They took turns well and waited patiently to compare heights and worked together well in the sand to compare lengths of roads they were building. In the information technology suite, children happily shared computers, working together in pairs. On both occasions, behaviour was very good and children settled down quickly to their work. Very good personal development is resulting from excellent class management skills, calm focused approaches and a quiet control without being oppressive. This was particularly to the fore when awful weather prevented children from being able to go outside.

19. Another reason that children learn well is that resources are well prepared and used well to support what the teacher wants them to learn in each session. In language and mathematics sessions, resources had been prepared well for the introduction so that the teacher could demonstrate key learning points easily and without fuss. Children could handle them and were invited to tell others what they thought. Resources were equally well prepared for the group work, so that children could move quickly into their activities and straight into their learning, without having to find what they needed. The class is making full use of the school's information technology suite to support children's learning and this is resulting in them making very good progress in this area. In the lesson which was observed, children were learning to use technical vocabulary such as "icon" and were able to spell their names, including the use of capital letters at the beginning. Some were able to increase the size of the font and were learning how to use the print command.

20. The good start that children are making in their personal and social development, as well as in acquisition and development of English and mathematics is reflected in all aspects of their learning.

### **The school works hard to enable all pupils to benefit from the education its provides.**

21. All Saints' School is justifiably proud of the fact that it is a community rich in diversity. It welcomes children from a wide variety of family backgrounds, languages, cultures and religions. It also welcomes into its community pupils with a wide variety of prior achievements and educational needs. Documents which the school produces, such as the prospectus, policies and information provided for inspectors, set out very clearly what the school's aspirations are as an inclusive school. Contents of discussions with governors, the headteacher and staff reinforce this core belief that the needs of all learners are central to all those involved with leading, and teaching in the school. Inspection evidence confirms this.

22. On many occasions, the school has opened its doors to children who have found difficulty in settling into others and it has been successful in providing for their learning needs. On other occasions, it has led to inappropriate placements being made because the school does not have the capacity, nor is it equipped, to cope with the severity of individual learning or behavioural needs. Nevertheless, in these circumstances, the school does its very best.

23. Data provided by the school shows that about a quarter of its population come from homes where English is not the family language. Some of these children arrive at school as bilingual and are able to learn well in the English medium. Some have some grasp of English and the school works hard with these children, so that by the time they reach Year 3, they can think, speak, read and write well in this medium. About a tenth of the children are benefiting from a special grant that the school receives in order to improve their English language facilities. For these, and for the very small minority of pupils who are in the early stages of English language acquisition, the school makes excellent provision within the resources that are available to it.

24. One of the most successful areas of the school's work, alongside achievements in English, what it does for pupils' personal development and the quality provision in early years, is what is done for pupils with special educational needs. The work is co-ordinated very well by the specialist teacher and all the systems set out in the government's latest requirements are fully in position and operated effectively.

25. The school has very clear strategies for identifying these pupils as early as possible and individual education plans are prepared to set out precisely what pupils need to help them to do better. Parents and children are involved fully in these plans and this helps them to understand what is to be done and how they can help. The plans are used regularly and actively to guide all involved and to assess and monitor pupils' progress by teachers and learning support assistants, who work closely with the coordinator. There are two governors with particular responsibilities for overseeing the school's work with special educational needs and they are involved regularly in this work.

26. Very good provision for special educational needs ensures that all pupils benefit from stimulating learning environments in classrooms. Teachers provide highly suitable work in lessons and they work closely with class teachers and learning assistants both in class as well as in the room which is set aside for this work. Outside agencies make a valuable contribution to the school's consistent and successful approach.

## **WHAT COULD BE IMPROVED**

### **Children do not achieve as well in mathematics as they could.**

27. The school itself has identified improvements in pupils' achievements in mathematics as a key area in its school development plan. The evidence from the inspection reinforces the importance of this priority. The school's results show that, over time, pupils have performed less well than they do in English. The reasons for this are numerous.

28. The school's policy for mathematics is due to be reviewed shortly. The current document pays insufficient attention to what it is in teaching that makes pupils' learning successful or not. There is a strong emphasis on what teachers should do without making the links between these activities and how pupils learn. There are also differences in approaches to teaching mathematics, with classes in the upper part of the school making use of the units of work approved by the government as the main planning guide. In the lower part of the school, work is guided much more by a published commercial scheme. This results in some anomalies in the ways in which teachers are approaching their work. The school's intention is that the government endorsed approach will be used more consistently throughout the school.

29. Another reason which is contributing to differences in performance between those in mathematics and those in English, is that teachers have significantly less time to teach it. In the time that teachers do have available, often too much time is spent on teachers talking at the beginning of the lesson and this does not leave enough time for their pupils to practise and learn from doing. On several occasions, in an hour's lesson, pupils had barely a quarter of an hour to complete their work before they were being called back for the final plenary session. This did not allow them to work productively and at a good pace and compares adversely with English, where pupils got down to their own work much more quickly. In other lessons, in which the subject was taught very well, teachers were enthusiastic, the tempo of lessons was good and the pace of pupils' learning enabled them to achieve well.

30. Sometimes, pupils are withdrawn from mathematics lessons for additional literacy support and this disrupts their learning.



31. There has been an unsettled period in the leadership in mathematics over the last four years, with several people holding the post. Changes have occurred which are beyond the control of the school. At present, it is not possible for mathematics subject leader to devote the time required to improve this core subject because she has three other major responsibilities and a whole-school management function. There are plans to improve staffing arrangements so that key improvements can be secured, such as standards in mathematics.

**The school does not make as much use as it could of the assessment and monitoring information it has available in order to help pupils to do even better.**

32. The school has detailed knowledge of its pupils and regular assessments are undertaken. This assessment information is recorded carefully and analysed at individual pupil levels and used to set targets for pupils. Assessment information is being used in some other useful ways, such as tracking the progress of the 2002 Year 6 pupils from the time that they were in Year 3. Analysis has shown the school that from the end of Year 2 to the end of Year 4 only a quarter of the pupils had made progress of one National Curriculum level or more. From the end of Year 4 to the end of Year 6, three-quarters had achieved one level or more. The school was able to identify the factors it believed contributed to this. There is insufficient use of this kind of formative analysis that would enable the school to intervene to ensure that pupils are making good progress.

32. The school does not make as much use of this data to monitor differences in pupils' achievements within and between subjects and neither does it use this information to take action that will secure sustained improvements. Some useful analysis is taking place but it is not followed through in a systematic way nor to set whole-class targets that relate to teachers' performance management objectives. Similarly, the interpretation of other monitoring information that is available, such as classroom observations, does not always lead to identifying areas for improvement at whole-school level.

### **WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER**

33. The school and governors should:

**(a) improve the quality of learning and teaching in mathematics by:**

- ensuring consistency of approaches to pupils' learning throughout the school;
- reviewing the time allocation to the subject and how effective use might be made of the time available in lessons;
- undertaking the planned review of the policy and schemes of work as a matter of urgency;
- ensuring that the subject co-ordinator has the time and is able to secure the improvements required through providing leadership and regular monitoring and support.

**(b) make better use of the assessment and monitoring information it has available in order to help pupils to do even better through:**

- ensuring that assessment information continues to be used for setting targets for individual pupils;
- monitoring and recording the results of assessments to identify differences in performance between subjects, prior attainment, ethnic groups and gender and take action to improve achievements;
- using assessment and monitoring information as the basis for class targets and teachers' performance management objectives.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	9	0	0	0
Percentage	0	23	36	41	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	188
Number of full-time pupils known to be eligible for free school meals	NA	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	14	14
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	89 (81)	93 (85)	93 (100)
	National	84 (84)	86 (86)	91 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	12	14
	Total	26	24	26
Percentage of pupils at NC level 2 or above	School	93 (89)	86 (85)	93 (96)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	8	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	7	5	7
	Total	20	17	21
Percentage of pupils at NC level 4 or above	School	80 (63)	68 (63)	84 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	8	7	6
	Total	21	19	19
Percentage of pupils at NC level 4 or above	School	84 (48)	76 (59)	76 (52)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
40	0	0
3	0	0
10	0	0
14	0	0
5	0	0
5	0	0
11	0	0
4	0	0
1	0	0
0	0	0
2	0	0
13	0	0
33	0	0
9	0	0
1	0	0
14	0	0
8	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	22.2
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	154

### ***Financial information***

Financial year	2001-02
	£
Total income	523 697 16
Total expenditure	508 489.16
Expenditure per pupil	2 676.00
Balance brought forward from previous year	11 198.00
Balance carried forward to next year	26 406.00

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5.04
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	197
Number of questionnaires returned	96

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	3	0	1
My child is making good progress in school.	57	31	6	1	4
Behaviour in the school is good.	55	35	6	0	3
My child gets the right amount of work to do at home.	44	34	16	6	0
The teaching is good.	63	34	1	0	2
I am kept well informed about how my child is getting on.	47	34	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	4	0	3
The school expects my child to work hard and achieve his or her best.	55	34	5	1	4
The school works closely with parents.	50	38	5	0	7
The school is well led and managed.	61	34	1	2	1
The school is helping my child become mature and responsible.	61	33	2	1	2
The school provides an interesting range of activities outside lessons.	33	40	16	7	4