



All Saints Church of England Primary School

Inspection Report

Unique Reference Number 113426
LEA Devon
Inspection number 279170
Inspection dates 5 July 2006 to 5 July 2006
Reporting inspector Martin Kerly AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	All Saints
School category	Voluntary aided		Axminster
Age range of pupils	4 to 11		Devon EX13 7LX
Gender of pupils	Mixed	Telephone number	01297 32761
Number on roll	113	Fax number	01297 32761
Appropriate authority	The governing body	Chair of governors	Dr Graham Watts
Date of previous inspection	28 February 2000	Headteacher	Mrs Christine Hollidge

Age group 4 to 11	Inspection dates 5 July 2006 - 5 July 2006	Inspection number 279170
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average but is expanding steadily. It serves several small and scattered rural communities which include families from a wide range of socio-economic backgrounds. Almost all the pupils are White British and all speak English as their first language. The proportion of pupils with learning difficulties and physical disabilities is close to the national average. The school has a Healthy Schools Award, recently gained Investor in People status and is currently undergoing assessment for Artsmark and Sportsmark Awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It has an accurate view of its overall effectiveness and is well placed to continue the good improvements made since the last inspection. The achievement of pupils, including those with learning difficulties and physical disabilities, is good. This is a result of good teaching in small classes and work which is usually well matched to the needs of specific groups. Some more able pupils, however, do not always make enough progress. The provision and achievement in Reception are good. Standards by the end of Year 6 are above the national average. Year 6 pupils reach their reasonably challenging targets. Pupils' personal development, including their behaviour and their contributions to the school and wider communities, is outstanding. Their spiritual, moral and social development is also outstanding. The curriculum is good. It provides some excellent enriching experiences, but is limited by constraints imposed by the accommodation. The care, guidance and support given to pupils are good. However, guidance to pupils about their academic progress, whilst good in Year 6, is inconsistent elsewhere.

Good leadership and management successfully involve all staff and ensure a clear focus on pupils' progress and experiences. Procedures for monitoring the performance of the school are satisfactory. However, they are not always applied systematically and findings are not evaluated rigorously enough. The system for collecting data to track the performance of pupils is improving but is not used sufficiently well to set challenging targets and to help pupils achieve them. Governors fulfil their roles well and work effectively on strategic planning and developments. The school provides good value for money.

What the school should do to improve further

- Make better use of performance data to track the progress of all pupils and raise expectations, particularly of the more able pupils.
- Strengthen the use of short-term curricular targets to help pupils with their learning.
- Establish more systematic ways of monitoring the performance of the school and acting on the information found.

Achievement and standards

Grade: 2

Pupils' achievement is good. The attainment of children on entry fluctuates from year to year. Children's attainment on entry is marginally below that usually found nationally. Children make good progress during the Reception year, especially in personal, social and emotional development. Nevertheless, overall standards by the end of Reception are below those usually found as few exceed the nationally expected learning goals and a significant minority do not reach these goals.

In Years 1 to 6, almost all pupils make good overall progress, particularly in science, accelerating in their final year because they are taught particularly well. Previous

differences in the rate of progress between boys and girls have diminished. Pupils with learning difficulties and physical disabilities make good progress as a result of carefully planned support. Some more able pupils do not make enough progress. Whilst results from the very recent national assessments show standards are as expected nationally at the end of Year 2, no pupils exceeded national expectations in reading or writing and relatively few in mathematics. Results in Year 6 show standards are above national expectations in English and mathematics and well above in science, with almost all pupils meeting their reasonably challenging targets. The absence of end of year targets in other year groups is a barrier to an overall focus on raising standards.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding as a result of an exceptionally clear set of school values promoted successfully by all staff. Pupils' behaviour is exemplary and they show exceptional sensitivity towards the needs of others and how they can help. Their spiritual, moral, social and cultural development is outstanding overall. Cultural development is good, although pupils' awareness of the diverse cultures across Britain is more limited. Attendance is well above the national average and pupils thoroughly enjoy school. They speak positively of the range of experiences beyond the classroom, for example performing in local concerts and going on a residential trip to Paignton Zoo, and rise to challenges such as proposing a vote of thanks to a visiting speaker. Pupils' awareness and enthusiasm for contributing to the school and wider community are outstanding. The school councillors and others show high levels of independence and initiative in consultation and decision making over such things as the talent show, playground arrangements and the role of librarians. Pupils feel safe in school. They have a good awareness of the importance of health and fitness and value the extensive range of sporting activities. Pupils are acquiring an excellent range of skills and attitudes for the next stage of their education, including working in teams, problem solving and using information and communication technology (ICT) confidently.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Classes are small, enabling each pupil to receive substantial attention which boosts their learning. All teachers very effectively maintain excellent behaviour in lessons. This enables them to use a wide range of teaching and learning styles providing independent, investigative and collaborative work which the pupils enjoy, for example when producing model igloos or investigating owl pellets in science.

Reception children learn well, being given good opportunities indoors and out with a good mix of teacher-led and independent activities frequently linked to the work of

older pupils in the class. Teaching is strengthened by deploying those with particular subject expertise to teach in more than one class and also by employing outside specialists in physical education and French. In most lessons, activities are carefully matched to the varying needs of different groups, but sometimes more able pupils are not fully challenged. Pupils with learning difficulties and disabilities are taught well by teachers and qualified teaching assistants, with carefully adapted activities, enabling them to learn effectively. Assessment of pupils' learning is good. The progress books provide an excellent framework for involving pupils in self-assessment. Marking of pupils' work has improved and frequently provides pupils with some guidance. However, it includes few references to pupils' learning targets and teachers do not promote these targets sufficiently around their classrooms.

Curriculum and other activities

Grade: 2

The curriculum is good and has some outstanding features. The provision in Reception is good and links well with activities for Year 1. In Years 1 to 6, National Curriculum requirements are met with long-term planning adjusted to reflect the mixed-year group classes. The provision for pupils with learning difficulties and disabilities is good. Provision for more able pupils includes some good opportunities for working with pupils from other schools in science and mathematics activities, but the school correctly identifies the need to extend the provision within day-to-day practice. Outstanding features within the curriculum include the very strong emphasis on personal development, work within creative arts, the excellent range of clubs and many enriching activities beyond the classroom. Despite the school's best efforts, the constraints imposed by the very small room for Class 5 and the lack of a school hall limit pupils' experiences in some aspects of the curriculum, such as physical education. They also limit the options available to teachers when planning whole-school assemblies or activities such as drama.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Many excellent features contribute to pupils' outstanding personal development, but the academic guidance for pupils is inconsistent and needs strengthening. Outstanding care is provided for all pupils, including the most vulnerable who have complex problems. This level of support is achieved through the headteacher's professional training and her strong leadership of a united staff team working effectively to implement the school's aims and values. Pupils are involved in peer mediation and are confident about how the school resolves problems. Referring to a recent issue, one pupil told inspectors, 'Honestly, I can't see how the school could have done anything more...'. There are effective systems for child protection and ensuring pupils' safety. Academic guidance is satisfactory, and good in Year 6, but many other pupils are unsure about their short-term curricular targets and their teachers do not have clear targets for pupils at the end of each year.

Leadership and management

Grade: 2

Leadership and management are good. This view is endorsed by all parents who appreciate the steps taken to involve them well in the development of the school. The headteacher provides good leadership, demonstrating her clear vision for pupils' all-round development related to the school's value system. This is a major factor in the pupils' outstanding personal development. She has successfully developed a team approach encouraging colleagues to take a shared role, for example, as subject leaders or as a teaching assistant leading action research on pupils' achievement. Monitoring and evaluation systems are satisfactory, with some good involvement of pupils. However, there is an over-reliance on informal approaches and anecdotal evidence, and there is often no systematic schedule or focus for monitoring, for example when observing lessons. Findings are not always collated in order to draw out the emerging trends. Despite this, the school has made significant improvements since the last inspection. The systems for using data to track pupils' performance are improving but, whilst satisfactory, remain incomplete. They are not used enough to monitor overall patterns of progress or set targets for future performance.

Governance is good. The recently appointed chair provides strong leadership and together with other governors is effectively supporting the headteacher in strategic developments. Governors have a detailed building plan to address current weaknesses in accommodation and good procedures for monitoring the impact of some of their policy decisions, for example the use and impact of the new ICT equipment. They contribute well to the school's good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

A team of two inspectors visited your school recently to find out how well the school is doing. Thank you for making us so very welcome. We thoroughly enjoyed talking to you and seeing some of your work.

I am pleased to say that for lots of reasons we found that All Saints CE Primary School is a good school. Here are some of the most important things that we found to be good:

you work hard in lessons and make good progress

your behaviour is excellent as is the way you care and support one another

you are exceptionally good at taking on responsibilities within the school and for supporting special events outside school

your teachers provide you with lots of really interesting things in lessons and beyond the classroom

the staff take very good care of you all

the headteacher leads the school well and helps the governors to make improvements to the school.

To improve the school still further we have asked the headteacher, staff and governors to work together on three things:

make better use of the information about your progress when thinking about how to help you all do even better, particularly those of you who are good at your work

make sure you are all clear about what you need to practise and improve on, especially in literacy and numeracy

improve the way the staff check up on how well the school is doing so that they know exactly what to do to make it even better.

Thank you for all your help and interest in the inspection.

Yours faithfully

Mr M Kerly Lead Inspector