



# All Saints Church of England Primary School and Nursery Unit

## Inspection Report

**Unique Reference Number** 121998  
**LEA** Northamptonshire  
**Inspection number** 281152  
**Inspection dates** 9 November 2005 to 10 November 2005  
**Reporting inspector** Paul Weston HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Castle Street
<b>School category</b>	Voluntary controlled		Wellingborough
<b>Age range of pupils</b>	3 to 11		Northamptonshire NN8 1LS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01933 225888
<b>Number on roll</b>	240	<b>Fax number</b>	01933 225888
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father Tony Lynett
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mrs Lindsay Hall

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 9 November 2005 - 10 November 2005	<b>Inspection number</b> 281152
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors of schools and an Additional Inspector.

## **Description of the school**

All Saints C of E (Controlled) Primary and Nursery School is an average sized school in Wellingborough. No pupils claim free school meals. The percentage of pupils from minority ethnic backgrounds is similar to that found nationally and very few speak English as an additional language. The school has a larger proportion of pupils with learning difficulties than found nationally. The school is a Beacon School and has received a range of awards in recent years, including, the intermediate level International School Award, bronze standard in the Healthy Schools Award and ECO Schools Award.

## **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, which provides well for its pupils and gives good value for money. Inspectors agree with the school's view of its overall effectiveness. There are many strengths. Chief amongst these are the effective care, guidance and support for pupils that result in their good behaviour, positive attitudes to their work and their enjoyment of learning. Parents are appreciative of the school's work. One said, 'All Saints is a wonderful school', another commented, 'The school is a place where I feel my child is well cared for'. Pupils make good progress from their starting points. In the Foundation Stage most pupils make good progress and this continues in subsequent years, enabling standards to be above average by the end of Year 6.

The school knows its strengths and weaknesses well. It has taken effective action to improve standards in information and communication technology (ICT) and physical education (PE). A useful start has been made in setting targets to help to ensure that all pupils make best progress. However, not all pupils remember them or have these reinforced in teachers' marking. Leadership and management are good. Half the governing body is new and although keen, recognises the need to become increasingly involved in the school. There is an enthusiasm and capability to drive the school forward. Curriculum co-ordinators provide good support for colleagues, but they do not all monitor standards.

### What the school should do to improve further

Focus on:

- increasing pupils' understanding and awareness of their targets so that they ensure all pupils make best progress
- developing monitoring and evaluation strategies so that curriculum co-ordinators check on standards and use the findings to plan to further increase pupil progress
- further developing the role of the governing body so that it increases its understanding and involvement in the school.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. They make good progress and by the end of Year 6 attain above average standards.

Pupil's starting point in the Nursery is broadly average. They make steady progress, settle well to the routines and are keen to investigate and explore the many different experiences provided. The rate of progress increases in Reception because of the firm foundation laid in Nursery and the well thought out curriculum. From this secure footing, pupils flourish in Years 1 and 2 and most pupils do well, particularly in reading and writing. Standards in mathematics are high in 2005, but are more variable over time. The school is aware of this and has plans to raise levels in this subject.

Good progress carries on throughout Key Stage 2, where pupils continue to achieve above average standards. Boys and girls achieve equally well. Pupils with learning difficulties and disabilities also do well. Standards in science are exceptionally high

and this is a particular strength of the school. Mathematics is good, but not as strong. Following an analysis, the school has begun to target pupils' knowledge and instant recall of mental facts for improvement. In addition, although most pupils in Year 6 reach the expected Level 4 in English and mathematics, the proportion of pupils reaching the higher Level 5 has reduced. The school has therefore increased the challenge for the brightest pupils in their work. The school is setting increasingly challenging targets to help improvement and has generally been successful in meeting these.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. There is a strong emphasis on spiritual, moral, social and cultural development. The spiritual dimension of the curriculum is particularly well planned and delivered in a variety of ways. Social experiences are built effectively into the school calendar. For example, four year groups have residential visits each year. Pupils clearly understand what is right and wrong, feel fully involved in the school and have a wide range of opportunities offered to them. The school promotes a good work ethic and pupils show good attitudes to their learning. They enjoy their work and are supportive of each other. They work and play well together. For example, pupils work effectively as teams to gain points for effort, behaviour and achievement in the house system.

Pupils understand the school rules and think they are fair. Behaviour is good. The behaviour policy is consistently applied throughout the school. Rare occurrences of bullying are dealt with quickly and sensitively. Attendance is above the national average. Pupils are encouraged to take on many responsibilities, such as in 'helping hands' playtimes. School councillors take their responsibilities very seriously. They discuss the concerns and ideas of classmates and suggest appropriate improvements such as providing sun shelters for the playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good and this confirms the school's own view. The strengths in teaching include, good planning that is matched to learners' needs, good subject knowledge, skilful questioning, high expectations of behaviour, good management, and lessons that move at a brisk pace. These strategies enable pupils to maintain their interest, enjoy their learning, make good progress and achieve well. However, in lessons where the pace is slower, pupils achieve less well. Effective use is made of teaching assistants who are fully briefed and they support pupils well.

Assessment of pupils' progress is good overall. It is very good in the Foundation Stage and good in English and mathematics. Teachers regularly assess pupils' attainment and progress and this information is used well to set different tasks for groups in

English and mathematics. Assessment procedures in other subject areas are satisfactory overall. Teachers mark pupils' work regularly. Some teachers help pupils to identify how they can improve, but this approach is not used consistently by all teachers.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum fulfils statutory requirements and matches the needs of pupils well. The school places a strong emphasis on improving pupils' skills in English and mathematics. This helps pupils to build a good foundation for their next stage of learning. Provision for pupils with learning difficulties and disabilities is good. The school seeks to constantly improve the curriculum. For example, teachers are currently developing the oral and mental start of mathematics lessons and relevant extension activities for brighter pupils. There have been good improvements in ICT and PE since the last inspection.

Visits, visitors and extra-curricular activities make pupils' learning enjoyable and stimulate pupils' enthusiasm. Visits and topics for visiting speakers are carefully linked to the current areas of learning or are used very effectively to extend pupils' understanding of a subject.

## **Care, guidance and support**

### **Grade: 2**

The school is a caring community. The quality of care, guidance and support is high and most pupils achieve well because of this. Arrangements for the safeguarding of pupils, including child protection, are well established. There are good arrangements for ensuring that the school environment is healthy and safe and pupils have a good understanding of healthy lifestyles. They are well supervised and taught to use equipment safely. There are very good relationships between pupils and staff. Pupils know that adults will listen to their concerns and support them if they have a problem. Procedures to tackle unsatisfactory behaviour and to reward good work or conduct are effective.

A useful start has been made in setting targets to help pupils progress. They have relevant learning targets for work in English, mathematics and science, based on good assessment and monitoring procedures. However, not all pupils remember their targets or have these reinforced in teachers' marking. Therefore, some pupils do not achieve as well as they could.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher has a clear vision and gives a strong sense of direction to 'aim higher', with a well articulated focus on raising standards and on promoting the care and well-being of pupils. She is well supported by her deputy and subject leaders, who have an accurate understanding

of the strengths and areas for improvement. The school is well managed and runs smoothly, enabling teachers to focus on pupils' learning. The school makes good use of all of its resources, including staff who are deployed effectively.

Over half the staff have been appointed to the school in the last two years. The newly established team has rightly spent time putting into place plans and systems for future development. Assessment and tracking information is used effectively by the headteacher and subject leaders to establish sensible priorities and target improvement. These are included in the school development plan. Newly established curriculum co-ordinators provide good curriculum and planning support for colleagues. However, their roles in checking the implementation and impact need further development.

Half the governing body has been appointed recently. The new recruits have attended appropriate induction training. They are enthusiastic, knowledgeable and committed to the school, but recognise the need to develop their role further. The governing body ensures that all legal requirements are met and has embarked on a rebuilding programme, which is benefiting all pupils.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

All Saints Church of England Primary School Castle Street Wellingborough Northamptonshire NN8 1LS

10 November 2005

Dear Children,

Thank you for the help you gave to inspectors when we visited your school recently. We really appreciated your friendliness and politeness and the way you helped look after us. What you told us about the school was very helpful. We would like to tell you what we think as well.

There are lots of good things happening at All Saints CE Primary and Nursery School:

- children in Nursery and Reception enjoy their learning and they learn to work together sensibly
- pupils in Years 1 and 2 like coming to school and are keen to do well
- the pupils in Years 3 to 6 learn things fast and by the end of Year 6 have gained a lot of very useful skills and knowledge
- you have a good headteacher, who wants your school to be the best it can be for you
- you are taught well, and the adults in school take good care of you
- your behaviour is good, and you work hard. You play together happily, and help each other if there are problems or difficulties.

We think that yours is a good school, though there are things that could be better such as:

- you need to know your targets and use them to make your work better
- the headteacher and teachers should make sure that they check how well you are taught and learn in some subjects
- your school's governors need to look much more closely at how you are getting on, so they can help the school to be even more successful than it is now.

Our report will be sent home. Some of you might want to look at it, as it includes many more good things. We wish you a very successful and enjoyable time in school. Good luck for the future.

Yours Faithfully,

Paul Weston HMI