



# All Saints Church of England (Aided) Primary School

## Inspection Report

**Unique Reference Number** 123228  
**LEA** Oxfordshire LEA  
**Inspection number** 281437  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Mike Thirkell HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Tamar Way
<b>School category</b>	Voluntary aided		Didcot
<b>Age range of pupils</b>	4 to 11		OX11 7QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01235819143
<b>Number on roll</b>	371	<b>Fax number</b>	01235819200
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Michael Walker
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Ms Margot Buller

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 281437
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one contracted inspector.

## Description of the school

All Saints Church of England Primary School is a large primary school situated in the Ladygrove estate in Didcot, in Oxfordshire. The school emphasises its strong Christian ethos. Few pupils are eligible for free school meals and lower than average proportion of pupils have special educational needs. A smaller than average number of pupils have English as an additional language. The school provides education for a small number of traveller children. The school shares part of its building with the local community. Many pupils join the school from the nursery. As a result, the buildings offer a wide range of specialist teaching spaces, for example for music and PE.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school judges that its overall effectiveness is good. This differs from the inspectors who judge it to be satisfactory. In most other respects they agreed with the school's own evaluation of its strengths and weaknesses. Despite the school's many strengths, in particular the high quality of leadership provided by the headteacher, there is still considerable scope for raising pupils' attainment and supporting their progress more effectively. The important priorities required to support further development have been identified and are being urgently acted upon. The school has dealt with most of the issues for improvement at the time of their previous inspection, but still needs to raise standards in mathematics. Overall the school provides satisfactory value for money. The management style has changed significantly since the new head arrived and in the view of the inspectors the school is well placed to improve further. The correct priorities to raise standards have been clearly identified by the school leaders. Staff are being encouraged to take a greater role in management. Effective structures for monitoring are established but are still to have full impact. The school has the strong support of parents. Children feel well cared for and enjoy coming to school. The quality of teaching and standards in the Foundation Stage are good.

### What the school should do to improve further

\* raise standards by improving the use of assessment information and target setting within classroom teaching; \* provide pupils with opportunities to be more active and independent in their learning; \* ensure that there is sufficient and suitable staff training to support the school's priorities.

## Achievement and standards

### Grade: 3

Pupils generally enter the school with attainment at the expected levels and leave the school with broadly average standards. This means that, overall, pupils make satisfactory progress. The school believes, and inspectors agree, that higher standards and achievement should be the aim. Within this broad picture, there are a number of specific factors. For example, when they start school, most pupils have good social skills which are then developed well in all year groups. Pupils' progress in the Foundation Stage is good. Pupils with special educational needs achieve satisfactorily. Traveller pupils are integrated well into school life and progress as well as other pupils. A small group of pupils with English as an additional language is appropriately supported which enables them to make sound progress. For the past two years, national test results at Year 2 and Year 6 have not been significantly different from the national average. In Year 2, in 2005, the most able pupils did not achieve well enough. In Year 6, however, higher attaining pupils generally achieved quite well, whereas pupils in the middle and lower range achieved satisfactorily. Standards were higher in English than in mathematics and science. Staff set suitably challenging targets for all pupils and review them appropriately. Sometimes these targets are met, or even surpassed, and at other

times they are not. The school is not yet doing enough to give pupils all the support and help they need to reach all of their targets.

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

### **Grade: 2**

Pupils are very enthusiastic about school and as a result attendance is good. Expectations of behaviour are high and the children are well supported and guided. Due to the positive relationships in the school pupils for the most part co-operate well with staff and with each other. Pupils develop a strong sense of their moral and social responsibilities as members of a community. Social skills are well-developed in the classroom and through initiatives where the children themselves are encouraged to take the lead, such as Eco -Schools and the school council. As a church school there is a strong focus on spiritual matters, but this is also evident in the school's emphasis on the arts and the environment. Learners' understanding of healthy lifestyles and their commitment to them is outstanding. They all say they feel safe at school and act responsibly as they move about the building and at playtimes as well as in the classroom. They feel that their views are listened to and as a result develop in confidence and self-esteem, ready for the next phase in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. In the lessons seen during the inspection it ranged from good to satisfactory. This judgement corresponds with the school's own evaluation and priorities set to improve aspects of teaching and learning. The teaching and learning demonstrate a number of important strengths. Teachers generally use classroom management strategies well and ensure that pupils work in a positive learning atmosphere. Teachers communicate well and classrooms and resources are organised effectively. In the Foundation Stage teachers provide good support for developing pupils' thinking and language skills. Teachers use good techniques for questioning pupils throughout the school. Use of a wider range of teaching strategies would support further improvements. Teaching assistants play an effective role in supporting learning. They organise their time well. Nevertheless opportunities for using classroom support has been affected by their reduction in number as part of staff cuts. Staff assess the pupils very accurately and regularly. This enables tracking of each pupil's progress. Pupils with special educational needs have well written individual education plans. However, all this precise information is used poorly to provide specific, targeted teaching for individuals and groups, based on their assessed needs. Too much of the teaching is too general. This is a key reason why pupils' progress is satisfactory rather than good.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a really interesting and exciting curriculum. As a result, the children thoroughly enjoy most of their lessons which are geared well to the interests of all groups of pupils. There is a broad range of stimulating activities, with a particular focus on the arts. Visits out, visitors to the school and school journeys are much enjoyed and bring learning to life. There is also a very extensive and popular programme of extra curricular activities. One pupil commented, when comparing All Saints with another school she had attended, 'there are more trips and we do lots more things like art, music and science.' The curriculum is well organised to ensure that pupils build up concepts and skills in a progressive way. Staff are keen to develop and refine the teaching programme and to try out new ideas within the overall framework. This keeps lessons fresh and motivating. In the Foundation Stage, all children have good opportunities to learn independently. Reception pupils could benefit from further timetabled opportunities for this. Planning between the nursery and reception needs to be better integrated. The core subjects of English, mathematics, science and ICT are well organised but some lessons are over teacher directed. Although these lessons remain interesting they contain too few opportunities for pupils to contribute their own ideas and to learn actively. An impressive feature of the curriculum is the well planned teaching about how to work together in groups. This prepares pupils well for their future economic well being and to join in community activities.

## **Care, guidance and support**

### **Grade: 3**

The care for the children has many strengths, but guidance to support their progress needs to be improved. Relationships at the school are strong and adults know the children well. This enables them to recognise when a child might need emotional support and to provide help effectively. This is done individually by staff and through arrangements such as a 'nurture group' and a lunch-time club. The children feel confident they have someone they can turn to for help if necessary. The school provides an environment where children feel safe and well supported. This means that pupils are well-placed to achieve personally and academically. Child protection procedures are understood by all staff and operate effectively. However, at the time of the inspection all staff had not yet received the required training. Attention to health and safety issues is good. Response to the questionnaire sent out before the inspection indicated that parents are overwhelmingly happy with the level of care provided to their children. New arrangements to keep them informed about their children's progress at school are appreciated. Interviews with pupils emphasised their faith in the school leaders. Younger pupils echoed the view of a year 5 girl who referred to the head as 'a nice person who knows her job'.

## Leadership and management

### Grade: 3

Overall leadership and management in the school are satisfactory. Senior management demonstrates significant strengths. The current headteacher is still very new in her post. She has quickly made a positive impact on the school through well considered changes. Her leadership demonstrates very clear vision and aspirations for the further development of the school. This is reflected in the school's generally accurate evaluation of its own strengths and weaknesses, demonstrated through documentation provided to the inspection and the quality of strategic planning. The school has recently undergone a significant amount of change in its leadership team and the style of management. The new management structure reflects the headteacher's aim of involving all staff in decision making and an emphasis on self-evaluation and improving strategies for monitoring the work of the school. This is currently satisfactory. Senior and middle managers are working hard to improve the quality of monitoring although financial constraints make this difficult. An annual cycle of school evaluation and improvement planning has been established. On the basis of development planning and the priorities set through analysis of progress and attainment, leadership and management demonstrates clearly the capacity to further improve the school. Evaluations by subject co-ordinators have played an important role in this process. The focus for the school improvement plan is correctly based centrally on the honing of the quality of teaching and learning through improved use of assessment, in particular the use of data which the school already has and the more effective use of target setting to support individual pupils' needs. Whilst the school has considerable capacity to provide staff training in-house, the pace of development is severely constrained by the deficit budget that the new management team has inherited and which restricts the range of training opportunities. The governors play an important role in monitoring the key priorities and providing support to the head teacher. Currently there is not a full complement of governors, including no local authority representative. The governors need to take a more pro-active role in the monitoring and development of the school.

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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>	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	1	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>	3	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>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	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**

It was a great pleasure for myself and the other inspectors to meet many of you when we visited your school recently and to hear your views about the work that you do and how well you feel that you are looked after. It was clear from what you told us that you enjoy your time at school. You may know that most of your parents also told us how pleased they are with the school and your progress, through the questionnaires that they completed for us. We thought that the school buildings were lovely and that they provide you with a lot of special opportunities to learn. The school caretaker clearly works very hard to keep everything wonderfully neat and clean. It seemed to us that you also care for your buildings. We saw that you are taught to respect your environment in a number of ways. You should be proud of yourselves!

There have been some important changes in your school during this year. Teachers have clearly worked very hard to ensure that you have continued to be well looked after. Not least of these changes has been that you have a new headteacher. Many of you emphasised when you spoke to us how much you respect her hard work. We think that the school is good at helping you as you grow and this helps you to feel confident and secure. I must say that we thought that you behaved very well both in classrooms and about the school. This really does make learning so much easier. When your behaviour is good teachers have the opportunity to give more of their attention to each of you as you are learning.

Your school understands very well what it must do to make things better. This is very important! In particular many of you need to be making better progress. Some of the procedures used for supporting you need to be improved, in particular the way that your progress is checked and importantly the way that targets are set for you. This is to help each of you to understand exactly what you must do to improve. We feel that your teachers, who really want to do their best for you, need to have the opportunity to develop the range of ways that they use to help you make progress.