

Normanton All Saints CE Infant School

Inspection report

Unique Reference Number	108259
Local Authority	Wakefield
Inspection number	288054
Inspection dates	16–17 May 2007
Reporting inspector	Amraz Ali

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	290
Appropriate authority	The governing body
Chair	Mr David Sanderson
Headteacher	Mrs Barbara Cunningham
Date of previous school inspection	11 March 2002
School address	High Street Normanton West Yorkshire WF6 1NR
Telephone number	01924 302540
Fax number	01924 302540

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is similar in size to most other schools but is on split sites with the Nursery facility a short walk away from the main school building. Almost all children are from a White British background and few have English as an additional language. A smaller than usual proportion of children are entitled to free school meals and the number with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

All Saints Infant School offers its pupils an outstanding quality of education based on excellent provision for personal development and well-being, extremely high levels of care and an exciting and enriching curriculum. From average starting points, national tests in Year 2 show pupils to be attaining well above average results, with many pupils attaining at the highest levels and achieving outstandingly well. One parent summed up their regard for the school by saying: 'Our children love it here and they thrive.'

Right from the start, the children in the Nursery and Upper Foundation classes become enthusiastic learners who enjoy all that the school provides. They make rapid progress, especially in the development of speaking and listening, personal and social and mathematical skills, because of the outstanding teaching and provision. Strong progress continues through Year 1 and Year 2 because of the consistently good teaching and the outstanding curriculum which has basic skills at its heart. Lessons are very well organised with effective use of high quality facilities and resources. The very effective deployment of teaching assistants to work with small groups of children has resulted in some very high standards in reading. Information and communication technology (ICT) skills are taught effectively but pupils do not yet get enough opportunity to use ICT as a tool to improve their learning in the full range of subjects. Planning is detailed and assessment is used very effectively to make sure all pupils are challenged and interested. Marking is always very helpful, and the increasing use of pupils' self-assessment means they know what they need to do to improve their work.

The progress made by the small number of pupils who are new to English is particularly impressive. This is because of the school's very inclusive nature and the effective support provided. Pupils with learning difficulties and/or disabilities are also well supported and, as a consequence, these pupils make good progress.

Pupils' personal development and well-being and the curriculum are outstanding. The provision of spiritual, moral, social and cultural development is outstanding and includes significant use of the local and wider environment to allow pupils to learn about their own and other cultures. The annual Airport Day, for instance, adds significantly to pupils' multicultural understanding by imaginatively providing them with the opportunity to make instant virtual visits to many countries and to sample a wide range of world cultures through music, food, costume, language and dance. There is also a wide range of out-of-school activities and clubs, which are very well utilised by pupils. This leads to improved access to sport and pupils developing an understanding of the importance of healthy lifestyles. All pupils flourish and, by the time they leave, they are well equipped for future academic and social challenges. Pupils are cared for outstandingly well and all of them, including the most vulnerable, feel safe and secure and want to come to school.

Outstanding teamwork is a strong feature of the school and has been instrumental in securing excellent improvements since the last inspection. The headteacher and senior staff provide first-rate leadership and ensure that developments are driven forward at a very good pace. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. The governors are very supportive of the school and have a thorough knowledge of its strengths and areas for development. The school has an excellent capacity to improve.

What the school should do to improve further

- Develop the use of ICT as a tool for improving teaching and learning across all subjects of the curriculum.

Achievement and standards

Grade: 1

Achievement and standards in reading, writing and mathematics at this school are outstanding overall. From average starting points when they join, children make exceptionally good progress through the Nursery and Upper Foundation Stage of the school. This is particularly noticeable in their personal development, speaking and listening and aspects of number work. They leave Upper Foundation with standards that are above expectation. This exceptional progress continues throughout Years 1 and 2 and, by the time they leave, they reach standards that are extremely high, with an impressive number of pupils reaching higher levels. This is particularly so in reading and writing. The school correctly judges this to be outstanding achievement for the vast majority of pupils. Occasionally, however, a few pupils who learn more slowly than others could work at a faster pace. Inspection evidence indicates that standards in the current Year 2 class are not quite as high as in previous years. However, the progress that these pupils have made is similarly outstanding.

Personal development and well-being

Grade: 1

Children love this school. They are proud of the rapid progress they make and their own descriptions of life at the school include 'brilliant', 'excellent' and 'fantastic'. Their attendance is in line with the national average and their punctuality is good. Children's attitudes and behaviour are good in classrooms and around the school. They say that they feel safe and secure and that they have a clear voice in the way the school is run. Members of the school council take their responsibilities seriously and they have recently been involved, for example, with the development of the peace garden and in helping to keep the school environment clean and tidy. School photographs clearly demonstrate just how much children enjoy the termly 'smart' weeks in which they are encouraged to make individual choices linked to an exceptionally wide range of activities designed to enhance their personal development.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall but is outstanding in Nursery and Upper Foundation Stage. It is not quite as effective in Years 1 and 2 because of several recent appointments where teachers new to the school are becoming familiar with the school's systems and procedures and pupils' previous learning. Strong features of all lessons include excellent relationships and clear expectations of pupils. Tasks are practical and teachers use questioning to extend and check on learning. Teachers' good subject knowledge lends confidence to their teaching styles which engage all groups of pupils and ensure that they enjoy their learning, resulting in pupils' very positive attitudes. The use of 'talking partners', for example, often helps children to reinforce their learning but this practice is less consistently used in classes of the older pupils. ICT skills are taught effectively but pupils do not get enough opportunity to use ICT as a tool to improve

their learning in the full range of subjects. Teaching assistants, parent volunteers and resources are well deployed to support learning, particularly in reading. Children with learning difficulties and/or disabilities have full access to the curriculum and make good progress. However, in a very small number of lessons work was not finely enough tailored to the needs of the least able pupils to enable them to thrive.

Curriculum and other activities

Grade: 1

The excellent curriculum contributes very effectively to pupils' academic achievement and personal development. It is broad and balanced to meet pupils' needs and engage their interest. Pupils gain good knowledge and understanding of other cultures through many enjoyable opportunities. Activities are well planned for pupils in all areas of the curriculum. The curriculum in Nursery and Upper Foundation is outstanding and provides a variety of appealing activities for children. All areas of provision are extremely well-thought-out and effectively foster children's basic skills through play and focused activities, such as an activity where children were given numerous choices about how to make their musical shakers. The curriculum is effectively enhanced and brought to life by a wide range of visits and out-of-school activities. Pupils are very well prepared for their future economic well-being.

Care, guidance and support

Grade: 1

The care shown to children is outstanding and lies at the heart of its family ethos. Excellent relationships and clear expectations ensure that all children feel safe. All appropriate procedures are in place for child protection and health and safety and the school endeavours to improve these in light of experience. Staff know children and their families well and pay close attention to the well-being of each pupil. There are very effective arrangements in place to support children when they transfer from the Nursery site into the Upper Foundation Stage on the school site. This ensures that they quickly settle into school life. Similarly, Year 2 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Individual education and behaviour plans give precise and achievable small steps of learning for pupils. These plans, together with outstanding support from teaching assistants, enable pupils with learning difficulties and/or disabilities to make good progress. Teachers' thorough assessment and guidance ensures that pupils are aware of their learning targets. The school succeeds in helping individuals feel valued and prepares them well to take their place in the wider world.

Leadership and management

Grade: 1

Leadership and management are outstanding. Extremely effective systems are in place to monitor pupils' progress, and teamwork is strong. The school's self-evaluation is accurate and effective. The school improvement plan provides very clear guidance on relevant issues for moving the school forward and takes into consideration support and initiatives from all sources. Governance is first-rate. The governors are very supportive and successfully hold the school to account. The school has developed good links with the church and a range of other schools and organisations to promote a high quality education. The school has embraced some new and exciting initiatives within the curriculum to further enhance provision for children. Within the school there is a high commitment to include all pupils in all activities and the care and

concern for all pupils is a high priority. Parents value this and see it as an important feature of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Normanton All Saints Infant School, Normanton, WF6 1NR

Thank you for making us so welcome in your school; you were all very friendly and helpful. We thought you would like to know that we agreed with what you told us - All Saints Infants is an outstanding school. It was obvious from talking to you that you really enjoy lessons and have great fun at school. You were all very polite and we could see that your behaviour is good.

These are the other things we liked about your school and what pleased us most.

- You all try hard in lessons and want to do well.
- Your teachers take very good care of you and work hard to make sure you are all safe and happy.
- The youngest children in the Nursery and Upper Foundation classes are doing exceptionally well with their reading, writing and number work.
- You make very good progress and achieve outstandingly well.
- Your parents are very pleased with the school and like to help in school.
- Your headteacher and all of the staff know the school well and are always looking for ways to make things even better for you.

We have asked your headteacher and teachers to help you learn more by using computers in more of your lessons. I am sure that you will all continue to work hard and enjoy your work.