

All Saints CofE Junior School

Inspection report

Unique Reference Number	109991
Local Authority	Windsor and Maidenhead
Inspection number	288558
Inspection date	10 July 2007
Reporting inspector	Sue Vale

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	249
Appropriate authority	The governing body
Chair	Dr Roger Brugge
Headteacher	Miss Bridget McLeod
Date of previous school inspection	15 April 2002
School address	Westborough Road Maidenhead SL6 4AR
Telephone number	01628 622 596
Fax number	01628 671 932

Age group	7-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

All Saints Junior Church of England is a two-form entry school. The majority of pupils move up from the local feeder infant school. Just under half the pupils come from minority ethnic backgrounds (mainly Pakistani or Indian) and over a third are learning English as an additional language. This is above average. The percentage of pupils eligible for free school meal is below average. There has been considerable movement in and out of the Year 6 group other than at the expected time, and the number of pupils identified with learning difficulties and disabilities is well above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'I am extremely pleased that we chose All Saints Junior CE School for our children and we would recommend it to anyone.' This is a sentiment expressed by a number of parents. All Saints is a good school and central to this is the outstanding leadership by the headteacher. It is her drive and determination which have ensured that pupils achieve as well as they do.

Most pupils begin school with skills which are below average. They make good progress and achieve well. Consequently, by the time they reach Year 6 they have consistently attained just above national averages in English, mathematics and science. This includes pupils who have joined the school late and those with learning difficulties and disabilities.

Consistently good teaching and an outstanding curriculum are major contributions to why pupils achieve as well as they do. There is, however, an inconsistent approach to some target setting for example in mathematics so not all pupils are clear about what the next steps are that they need to take to improve their work. The effectiveness of teaching assistants and those who support pupils for whom English is an additional language varies. Some of their support is very good but some does not engage the pupils and so they do not progress as much as they could.

The curriculum is outstanding. It is interesting and stimulating and there is an holistic approach to learning. Activities, such as massage and meditation, ensure that pupils understand the consequences of their actions and the need to look after others. As one governor commented, 'they leave the school as a whole human person.' This ethos pervades much of what the school aims to achieve and consequently pupils' personal development and well-being are good. Overall, behaviour is good although there are a few pupils who show more challenging behaviour. The curriculum supports their needs well and along with some good strategies such as 'cool out' time, staff deal with them well.

The school has tackled the issues from the last inspection effectively. The school's good record of improvement shows that its capacity to improve further is good.

What the school should do to improve further

- Ensure the best practice in learning support is more effectively and consistently shared across the school.
- Review target setting to ensure a consistency of approach involving pupils in developing the next steps in their learning.

Achievement and standards

Grade: 2

Achievement is good and standards are broadly average. Pupils make good progress in relation to their below average starting points when they join the junior school. Standards have improved slightly over the last four years, remaining just above average. The pupils have made good progress in English to reach the standards expected for their age by the end of Year 6, with a quarter reaching the higher levels. The slight dip in the numbers reaching the higher levels in the current Year 6 results is due, in part, to just under a fifth of pupils joining this year group since Christmas, many of who are new to learning English. Teachers use consistent methods to teach reading and writing skills and set challenging targets, which contributes to the good progress pupils make. Standards are broadly average in mathematics and science, with just over

a quarter achieving higher levels. Pupils with learning difficulties or disabilities make good progress towards their individual targets because of well focused support from teachers.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is fostered through a well thought-out programme of assemblies, visits and other events. Very good attendance rates reflect how well pupils enjoy school. As one pupil said when she explained how she prefers her current school to previous experiences, 'I now feel really excited in the morning to go to school.' Pupils have developed positive relationships with each other. Overall behaviour is good but there are some pupils who present more challenging behaviour. There are good strategies in place to support them. There is good racial harmony in this diverse community. Pupils say that the school looks after them well and they know who to go to if they are worried. The school council is active and its views are valued. For example, the school acted on its suggestion to sell fruit to pupils in keeping with their healthy school award. Pupils participate very well in sport and music and make a very good contribution to the wider community, including charity fund-raising and musical performances. As one parent wrote, 'All Saints gives the children a good foundation for their senior school.'

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good. Pupils make good progress because teachers challenge them with interesting work. Pupils learn well because their behaviour in class is well managed. Good planning, and the fact that pupils from Year 4 upwards are set by ability in mathematics, supports the good progress which they make. Teachers are clear about what they want their pupils to learn and this is supported well by the outstanding and interesting curriculum. Quality varies amongst support given by teaching assistants and those who support pupils for whom English is an additional language. Some is very good and relevant to the individual needs of the pupils. On too many occasions, however, some teaching assistants are not fully involved in lessons or in supporting pupils in order for them to make the progress of which they are capable.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is fully enriched and enhances the personal development of all pupils. This has a positive effect on the progress pupils make. There is an appropriate emphasis on literacy, numeracy and information and communication technology (ICT) and this gives pupils the skills they need for their future schooling. Pupils are given the opportunity to benefit from an excellent range of extra activities in sport, music and the arts. As a member of school council commented, 'these are great.' There are regular visits to places of interest, with residential visits for older pupils, and these contribute to pupils' enjoyment of learning. Other experiences include massage techniques in Year 3 and meditation in Year 4 as part of the excellent personal social and health curriculum which the school has. The breadth of experience offered by the school is increased by the occasions when pupils take part in whole school

initiatives, such as the concert to celebrate the Church being 150 years old; this makes the pupils feel part of the community.

Care, guidance and support

Grade: 2

Care, guidance and support are good. A strength is the quality of individual care that is given by teachers and support staff. This is very much appreciated by pupils and their parents. Child protection procedures and risk assessments are undertaken effectively to ensure that pupils are safeguarded. There are good induction procedures for new pupils and so they settle quickly and achieve well. The school is very inclusive and all pupils are encouraged to participate fully in the life of the school. Academic guidance is good overall as a result of much improved assessment and tracking systems. The majority of pupils know what they need to do to improve in their work in literacy through 'target tags' set by teachers. However there is an inconsistent approach to the setting of targets for pupils to know how to improve their work in mathematics or in other subjects.

Leadership and management

Grade: 2

Leadership and management are good and have led to the good provision, personal development and good achievement. Leadership by the headteacher is outstanding. It is her clear vision, drive and determination that has successfully developed the strong sense of team work throughout the school. There are good procedures in place for day-to-day management. The school's evaluation of its strengths and weaknesses is accurate. A clear vision by the leadership team ensures that the school is rightly focused on the way forward for the best interests of the pupils. The school has adapted well to the needs of its pupils and has initiated strategies such as the excellent personal social and emotional curriculum to support the welfare of all pupils. The school improvement plan is relevant and clearly identifies areas for development. The governing body is supportive of the school and governors are clear in their understanding of its strengths and weaknesses. They ask relevant and pertinent questions, and successfully act as a critical friend.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Pupils

Inspection of All Saints CofE Junior School, Maidenhead, SL6 4AR

Thank you for making me welcome when I came to visit your school last term. I feel very privileged to have seen the excellent performance which you were rehearsing for your trip to Norden Farm.

There are lots of things which you do well:

- you work hard and make good progress
- you are kind to each other and look after pupils who need help
- your teachers plan good lessons for you and help you to make good progress in your learning
- you are fortunate to have such a rich range of experiences
- your headteacher leads and manages your school very well
- your school looks after you and cares for you to a very high standard
- the spiritual, moral, social and cultural development in your school is good.

In order to make your school even better, I have asked teachers to:

- ensure the best practice in learning support is more effectively and consistently shared across the school
- review target setting to ensure a consistency of approach involving all of you in developing the next steps in your learning.

With best wishes for the future.

Sue Vale
Lead Inspector