



# All Saints' Catholic Voluntary Aided Primary School

## Inspection Report

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**Unique Reference Number** 114255  
**Local Authority** Durham  
**Inspection number** 289854  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Arthur Allison

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

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<b>Type of school</b>	Primary	<b>School address</b>	Kitswell Road
<b>School category</b>	Voluntary aided		Lanchester, Durham
<b>Age range of pupils</b>	4–11		County Durham, DH7 0JG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01207 520435
<b>Number on roll (school)</b>	109	<b>Fax number</b>	01207 520435
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Fiona Keenan
		<b>Headteacher</b>	Mr Anthony Reather
<b>Date of previous school inspection</b>	Not previously inspected		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 20–21 September 2006	<b>Inspection number</b> 289854
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small school. The vast majority of pupils are from White British heritage and none have English as an additional language. Just over 7% are from Irish Traveller families. The proportion of pupils entitled to free school meals is well below average. The percentage of pupils with learning difficulties and/or disabilities is below average, but rising. Most pupils live locally but about one third travel in from the surrounding area. Most have attended nursery prior to starting school. Over half of the staff joined the school within the past two and a half years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

All Saints provides a good education for its pupils. The leadership is very effective in fostering the school's Christian ethos and a firm belief that every child matters. Most parents have every confidence in the school. One, summarising the views of many, wrote, 'The teaching staff are all motivated to support each child to reach their full potential in a very caring environment'.

Good teaching throughout the school ensures that all pupils make good progress and achieve well. The school analyses the progress of each pupil very carefully and is quick to provide additional help when it is needed. The curriculum for all pupils in Year 1 to Year 6 is good because it is enriched well by visits and visitors; a notable feature being the teaching of French to all pupils through links with the local secondary school. The curriculum for the Reception class is satisfactory because the school does not yet provide a wide range of planned activities to foster children's skills in all areas of learning in the outside area.

When children start school in Reception, their abilities are usually typical of children of their age. They make good progress, particularly in their personal development, and they become good learners. Pupils made steady progress in Key Stage 1 to attain standards which were broadly average in 2005. Pupils are now making good progress in Years 1 and 2 and the 2006 national test results indicate that standards have risen. The school usually meets or exceeds its challenging targets by maintaining pupils' good progress in Key Stage 2. Standards in 2005 were above average because of the number of pupils who attained the higher Level 5. School data indicates that in the 2006 tests, pupils did better than the school expected except in writing where they all attained the expected Level 4, but none attained the higher Level 5. Pupils enjoy coming to school because they know teachers help them to do well. They particularly enjoy using and extending their information and communication technology (ICT) skills.

Good personal development, including spiritual, moral, social and cultural development, successfully prepares pupils for the next stage of their education. They are polite and well behaved. Pupils are adamant that bullying is rare and is dealt with speedily. They know how to stay safe. They are very aware of the need for a balanced diet and exercise for a healthy lifestyle. The school council sought and got funding to provide new playground equipment to promote healthy exercise. Many pupils take part in after-school sports activities. Pupils make an excellent contribution to the school and wider communities, supporting many charities. Older pupils eagerly and confidently take on responsibilities which enhance their development. One pupil said, 'Helping others makes them feel happy and you also feel happy'.

The headteacher, deputy headteacher and governors provide good leadership and management firmly geared to raising standards. They evaluate the work of the school accurately, knowing what the school does well and where improvements are needed. This clear focus ensures that teachers know what to do to help pupils make good progress and improve their personal development. They have successfully tackled the

issues from the previous inspection and improved standards. The capacity for further improvement is good. The school gives good value for money.

### **What the school should do to improve further**

- Raise standards in writing.
- Ensure the planned outdoor provision for the Foundation Stage extends children's development in all areas of learning.

## **Achievement and standards**

### **Grade: 2**

When children start school in Reception, they usually have skills and knowledge typical of four-year-olds. They make good progress and most reach the goals for learning expected for their age by the end of the Foundation Stage. All pupils, including those with learning difficulties and/or disabilities and those from Traveller families, continue to make good progress as they move through the school. In the 2005 Year 2 national tests, attainment was broadly average, but school's results indicate that in 2006 pupils did better as more pupils attained the nationally expected Level 2 or higher. In the 2005 national tests for Year 6 pupils' standards in English, mathematics and science were above average. The percentage of pupils attaining the higher Level 5 was above average in English and mathematics and high in science. School results indicate that in 2006 every pupil reached the nationally expected Level 4 in English, mathematics and science, with many attaining the higher Level 5, despite a drop in the standards attained in writing. The progress made and standards attained show that all pupils achieve well.

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

### **Grade: 2**

Personal development and well-being, including spiritual moral, social and cultural development are good. The school places a strong emphasis on providing every pupil with the personal skills and attributes needed to become good learners, good citizens and to achieve well. Pupils know how to stay safe and healthy and turn to adults readily if they have any concerns. They described enthusiastically the importance of a healthy diet and regular exercise. Older pupils confidently take on responsibilities such as being members of the school council and buddies because they know these roles are important in the caring community to which they belong. Pupils are adamant that bullying is rare and is promptly dealt with. Behaviour in and out of class is good so learning is not disrupted. Attendance is satisfactory. Most pupils attend regularly because they enjoy coming to school. One said 'Teachers help you and make lessons interesting so you are not bored'.

The contribution that pupils make to the school and local and wider communities is excellent. For example, they show compassion towards and understanding of the needs of others through the way they help each other in school, help in a local hospice and

the many charities they support. When they leave, their good basic and personal skills mean they are well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school enabling all pupils, including those with learning difficulties and/or disabilities and those from Traveller families to make good progress and achieve well. Teaching is characterised by good planning, very good relationships, high expectations and challenging tasks that ensure all make good progress. Teachers use a variety of techniques to arouse the interest of all pupils and make learning enjoyable, especially with the interactive whiteboards. Careful questioning enables teachers to check on pupils' learning and help them to know what they have learned. Teaching assistants provide good support for all who need it. Teachers' marking helps pupils to know how well they have done and sometimes indicates what they need to do to improve. Occasionally, pupils start to become restless because they have been kept sitting for too long.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets all requirements. The curriculum is underpinned by an emphasis on personal and social education that provides pupils with the skills and attributes to be good learners. The enrichment that comes from a range of visits, visitors and opportunities to perform for others is enjoyed by all pupils and is instrumental in helping them to achieve well. A notable feature is the teaching of French to all pupils led by a teacher from the local secondary school and reinforced by their own class teachers. Through a focus on improving pupils' speaking and listening skills and participation in a creativity project, the school provides more well-planned opportunities for writing in a bid to raise standards. At different times of the year, lunch-time and after-school clubs enhance what is provided in class. The curriculum in the Foundation Stage is satisfactory but the planned activities for the outside area do not exploit fully the opportunities to promote skills in all areas of learning.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. The caring Christian ethos of the school helps all to become good learners. The safeguarding of pupils has a high priority and all requirements are met. All staff are very highly committed to the safety and welfare of all children. There are good arrangements for the induction of children entering the Reception class so that they quickly feel secure and develop confidence. Older pupils confirmed that the arrangements for their security and safety are good. Child protection procedures are in place with all staff and governors receiving regular training.

The school works closely with other agencies to help pupils. Parents are given good advice on how to help their children at home. Pupils who may have additional learning needs are identified early and given good help in school. The school usually succeeds in reaching the very challenging targets it sets because pupils know what they have to do to improve. As a result, all make good progress in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy headteacher form a strong senior management team and are clearly determined to raise standards, with the full support of all staff and governors. The Christian ethos, promoted by all, creates a positive climate for learning that enables all pupils to thrive and enjoy their time in school. The school's view of how well it is doing and what it needs to do to improve is accurate. This is verified by the improved results in writing in the 2006 tests for pupils in Year 2. The headteacher and governors have addressed the issues raised at the previous inspection. The provision for children in the Foundation Stage is better because the Reception children form one class, though the outdoor provision is not as good as the indoor provision. The improvements in provision for example, computer linked whiteboards in each classroom and the implementation of the digital excellence scheme have raised standards in information and communication technology. Governors know the school, fulfil their responsibilities well and are as determined as the staff to play their part in raising attainment. They review decisions and ensure that money is well spent and are clear about what the school should do to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	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

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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

All Saints' Catholic Voluntary Aided Primary School

Kitswell Road

Lanchester

Durham

County Durham

DH7 0JG

20 September 2006

Dear Pupils

What a lovely school you have! I thoroughly enjoyed my visit. I enjoyed talking to you and was impressed by your friendliness, politeness and the way you tackled your work. You did well to get funding for more play equipment to help you have more opportunities for healthy exercise.

I realise you are proud of your school and enjoy coming because:

- you do well in tests and enjoy learning
- you settle to your work quickly and behave well in class as well as in the playground
- you are very keen to take on responsibilities such as being buddies and members of the school council
- you really appreciate the help you get from teachers and other staff who work hard to help you
- you enjoy the visits you make and the visitors who come to school
- your headteacher knows how to help you to do better and the other staff and governors help him in this.

I have asked the school to become even better by:

- helping you to improve your writing
- making sure the children in the Reception class can learn from activities in the area outside of their classroom.

Thank you again for making me welcome. Keep trying to do your very best.

Yours faithfully

Mr Allison

The inspector