

All Saints C of E Primary School

Inspection report

Unique Reference Number	115103
Local Authority	ESSEX LA
Inspection number	290133
Inspection dates	10–11 July 2007
Reporting inspector	Paul Cosway

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	327
Appropriate authority	The governing body
Chair	Mr Peter Burton
Headteacher	Mrs Margaret Owens
Date of previous school inspection	30 September 2002
School address	Highlands Drive Maldon Essex CM9 6HY
Telephone number	01621 853519
Fax number	01621 851977

Age group	4–11
Inspection dates	10–11 July 2007
Inspection number	290133

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

All Saints Church of England Primary School is larger than average in size. The school population represents a mix of social and minority ethnic backgrounds but its pupils are mainly of White British heritage. Attainment on entry is below national average. The proportion of pupils eligible for free school meals is below average. The proportion of pupils whose first language is not English is low. Two pupils are at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities, including those with a statement of special educational need, is close to the national average. The school is on two sites and most classes contain two year groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's own judgement that this is a good and improving school. Most parents are pleased with the quality of education provided. This comment from one questionnaire sums up the views of many: 'We are really pleased that our children attend All Saints and believe it is a good school.'

Pupils' personal development and well-being are good. They behave well and have very positive attitudes to school. Attendance is satisfactory but too many families take holidays in term time. The pupils feel safe in school and, when asked about bullying, were confident that there is none: 'We wouldn't put up with it here!' They learn in an ethos in which they are all valued, no matter what their backgrounds or abilities. Their spiritual, moral, social and cultural development is outstanding in the Christian ethos of this church school.

In recent years, standards have been close to the national average but they are rising. The attainment of most children is below the standard expected on entry into the Foundation Stage. Here, children make rapid progress because the provision is good. In Years 1 and 2, pupils achieve well and make sufficiently rapid progress that, by the end of Year 2, standards are only slightly below the national average. By the end of Year 6 pupils reach average standards in English, mathematics and science. Over their whole time in the school, they make good progress and achieve well in comparison with their attainment on entry.

The curriculum is good. Pupils enjoy the varied and rich range of activities that the school provides, including theme weeks, visits and visitors. There is a strong international element, developing their understanding of a range of cultures. Teaching and learning are good. Teachers manage their classes well and plan interesting, motivating lessons.

Care, guidance and support are good. Outstanding provision for the pupils' welfare, health and safety ensures they have an excellent understanding of how to lead healthy lives. Many parents praise the level of care. Pupils receive good preparation for their future from the emphasis the school places on the teaching of literacy and numeracy. In addition, there are excellent opportunities to work collaboratively for the benefit of the school and local community. The school council is effective and helps pupils to learn to care for others and be responsible. Academic guidance is satisfactory. Pupils' progress is tracked by the school, but the marking of their work does not give them enough guidance on how to improve.

The headteacher leads and manages the school well; both she and the staff are focused on raising standards further. Coordinators are satisfactory in leading their subjects and their roles are developing so that they take more responsibility for raising standards. There has been good improvement since the last inspection and the school is well placed to continue to improve. It provides good value for money.

What the school should do to improve further

- Ensure that teachers' marking of pupils' written work explains to them what the next steps are to raise the level of their work and sets them short-term targets for improvement.
- Develop further the roles of subject coordinators so that they are more instrumental in leading their subjects and helping teachers to raise standards.

Achievement and standards

Grade: 2

Children make rapid progress in the Foundation Stage. Good teaching ensures that they are confident learners and reach many of the goals expected for their age by the end of Reception Year. However, standards in literacy are generally low on entry and are still below expectation when children begin Year 1.

Results in the national tests for pupils in Year 2 have been slightly below national averages in recent years. Most pupils reach the expected levels for their age but only around a quarter of them reach the higher levels. In Year 6, standards match the national average, and all pupils, including those with learning difficulties and disabilities and the gifted and talented, achieve well. In recent years progress has been close to average. Assessment information shows that progress had been slow in Years 3 and 4. The problem has been addressed and good teaching in these classes is now ensuring that good progress is sustained throughout the school. The current Year 6 pupils have made good progress. The school and the pupils have had to work hard to overcome a backlog of underachievement. Provisional results for 2007 indicate that the school reached almost all of its challenging targets for Year 6 pupils. It has exceeded its targets at the higher level 5, in English and mathematics.

Personal development and well-being

Grade: 2

Pupils say, 'This is the best school in Maldon.' This is because the school adopts a wide range of strategies to enable them to develop very positive attitudes and to take responsibility for their learning. Almost all parents who responded reported that their children enjoy coming to this school and they welcome 'the caring atmosphere which helps every child to feel special'. Pupils are respectful of each other and their environment. Their excellent contribution to the local community helps them to form very good relationships. Pupils grow in self-awareness and reflect upon their feelings and actions. They have a clear understanding of right and wrong.

Pupils have an outstanding knowledge of how to live healthy lifestyles. They develop an excellent understanding of personal safety and learn to look after one another well. Through the school council and the 'play leader' system, pupils contribute fully and enjoy taking responsibility. They readily offer ideas to help to improve the school and its environment. Older pupils help and care for younger ones, despite the many difficulties imposed by the split site. Groups of children from Years 5 and 6 have to walk some distance along busy roads to reach the site where the younger ones are taught and play. They do so willingly, giving up their own free time to support others. They are building a good foundation for later life, learning the skills they need and how to share and work together.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good throughout the school. Lessons are planned well, with different challenges to meet pupils' individual needs. In all classes, the management of pupils is excellent and relationships are very good. Teachers' expectations are high and the pace of teaching means that pupils learn and make progress quickly. Pupils understand what they have to do because teachers explain the aims of the lesson clearly. Teachers motivate pupils by using

computer technology very well as a teaching aid to make lessons exciting. Some teachers point out in their marking what pupils need to do to improve but this is inconsistent and there are rarely opportunities for pupils to put the advice into practice.

Curriculum and other activities

Grade: 2

The curriculum is good because it is relevant to pupils' needs and provides them with a well-rounded education. The teaching of literacy and numeracy features strongly in the curriculum. The Foundation Stage curriculum captures children's interests and helps them to flourish. The curriculum is enriched by a wide range of educational visits, including residential visits to Flatford Mill and an adventure week in Norfolk. These support pupils' social development well and help to develop their confidence. Visitors to the school, such as an African artist and a Chinese dancer, extend pupils' cultural development. Events such as 'Recycling Week' raise effectively pupils' awareness of their responsibility for looking after the planet. Pupils form companies, one of which created a production line and manufactured 30 clay pots in a day. Activities such as this effectively heighten pupils' awareness of economic well-being.

Care, guidance and support

Grade: 2

Pastoral care and support are outstanding and as a result, pupils are happy in school. In discussion they were adamant that there is no bullying or racial discrimination. Staff give close attention to health and safety, including child protection arrangements. As a result, pupils feel very safe in the school and the playground. Effective arrangements are in place to address any concerns raised by staff about pupils' welfare. Good, effective relationships exist with health and other professionals.

The academic guidance of pupils is satisfactory. Teaching strategies are carefully planned to meet the needs of different, preferred learning styles, and questioning enables teachers to assess pupils' learning. Pupils are well supported by teaching assistants who are used effectively in all classes. However, pupils' awareness of their targets is not consistent throughout the school.

Leadership and management

Grade: 2

The headteacher leads and manages the school well. There are clear examples of improvement as a result of her monitoring of the work of the school. She has the full confidence and support of staff and most parents. The headteacher has identified the areas which need improvement in the school, such as the development of middle management skills and the use of assessment information to guide pupils' learning. There is a clear focus throughout the school on raising standards. Consequently, following a succession of staffing difficulties, results in the national tests are beginning to rise. The school's self-evaluation is accurate and detailed and governance is satisfactory.

Most parents and pupils recognise that their opinions are taken into account. Some parents want more opportunities to meet teachers to discuss their children's progress. The current arrangements match those in most primary schools, but the school is considering ways of extending them.

Annex A

Inspection judgements

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

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 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

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	1
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	1
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

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?	2
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	3
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	3
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**

11 July 2007

Dear Pupils

Inspection of All Saints C of E Primary School, Maldon, CM9 6HY

Thank you for being so friendly and helpful to the inspection team when we visited your school. You all told us how much you like your school and we agree with you that it is a good school. We were very impressed with how helpful and kind you are to each other, so that the school feels like one large family. We enjoyed the lessons that we shared with you and saw how well you work. Your singing in assembly was beautiful! These are some more of the things that we found in your school:

- you behave well and you work very hard
- you have an excellent understanding of how to live healthy lives and the difference between right and wrong
- you show great concern for others and give very good support to charities
- teachers make lessons very enjoyable
- teachers, teaching assistants and all adults care for you very well indeed
- your school is led well and continuing to improve.

I have asked your school to try to make things even better. The most important things are:

- teachers should always show you how to make your work better and give you small targets to help you to improve further
- teachers in charge of subjects must continue to get better at leading improvement in their subjects across the school.

Keep working hard and make the most of your time at this lovely school!

Paul Cosway

Lead Inspector