



All Saints Church of England Voluntary Aided Primary School, Great Oakley

Inspection Report

Unique Reference Number 115141
Local Authority ESSEX
Inspection number 290143
Inspection date 17 October 2006
Reporting inspector Godfrey Bancroft

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

Type of school	Primary	School address	Beaumont Road
School category	Voluntary aided		Great Oakley, Great Oakley
Age range of pupils	4-11		Harwich, Essex CO12 5BA
Gender of pupils	Mixed	Telephone number	01255880315
Number on roll (school)	104	Fax number	01255880039
Appropriate authority	The governing body	Chair	Mrs Janet Little
		Headteacher	Mr Martin Nicholls
Date of previous school inspection	4 February 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized primary school serving a village community near Harwich. The socio-economic circumstances of the community are average. Attainment on entry is below average. The numbers of pupils from minority ethnic backgrounds and the numbers who speak English as an additional language are very low. The percentage of pupils who have additional learning needs or disabilities is similar to that found in most other schools.

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, Great Oakley, is a good school in which pupils, including those who have learning difficulties or disabilities, achieve well. Because of the good progress pupils make and the effective teaching it provides, the school gives good value for money. Children in Reception make rapid progress from their below and often well below average starting points. Progress is good in Years 1 to 6. As a result, most pupils attain standards that are broadly average for their age by the time that they leave, although standards in writing lag behind those for mathematics.

Pupils' well-being and personal development are good. The school is particularly effective at making sure that pupils understand the need to eat healthily and providing opportunities for them to take frequent exercise. Pupils' spiritual, moral, social and cultural development is also good. The school provides a warm and caring atmosphere that helps pupils to become confident learners. It successfully ensures that pupils are safe and that they feel valued and special. These qualities contribute strongly to pupils learning and achievement.

Teaching, learning and the curriculum are good. When coupled with the strong and effective leadership provided by the headteacher, these features become the main reasons why pupils do well. Lessons are challenging and enjoyable. Pupils say that learning at All Saints is 'fun'. The curriculum is effective at providing pupils with the basic skills of literacy, numeracy and information and communication technology (ICT) that will serve them well in later life. Standards of care are generally good, although the guidance that pupils receive has yet to impact on standards, because pupils do not fully understand the individual targets that are set to help them to improve their learning.

The school is very much at the heart of its community and is held in high regard. Parents and carers have very positive views of the school and feel it provides a very good education for their children. Arrangements to listen and respond to the views of parents and carers are good and the arrangements to listen and respond to the pupils' views are outstanding. For example, in response to parents' views the school greatly improved the quality of school meals. In response to pupils' suggestions, exercise apparatus was installed in the school grounds. When asked if they think the school is good, one pupil replied, 'It's one of the best'.

The governing body fulfils its duties well. Governors are knowledgeable about the school and about what it needs to do to improve further. School self-evaluation is accurate and so its capacity to improve in the future is good. The school is better than it was at the time of its previous inspection. Standards in history and geography have improved significantly because the curriculum now provides good coverage of these subjects. Standards in science have also improved, along with the quality of accommodation provided for the youngest pupils. However, improving standards in writing, especially in Years 1 and 2, is a challenge the school still faces. At present, the good arrangements found in the Reception class that establish children's early

language and communication skills are not linked closely enough to the development of pupils' writing in Years 1 and 2 and beyond.

What the school should do to improve further

- Improve standards in writing throughout the school.
- Ensure that pupils understand their personal targets and how to improve their work.

Achievement and standards

Grade: 2

Over recent years the trend in standards has been one of steady improvement, although, in terms of comparisons with the national picture, standards in any given year can be influenced by the relatively small numbers of pupils. Attainment on entry to the school is generally below average but in most intakes there are a number of children whose attainment is well below average. This applies particularly to their communication, language and literacy skills. Nevertheless, children do particularly well in the Reception year and by the time they move into Year 1, their attainment is close to that expected for their age. Pupils continue to achieve well in Years 1 to 6. By the end of Year 2, standards in reading and mathematics are average and only those in writing remain below average. By the time pupils are ready to leave, overall standards in English, mathematics and science are broadly average, though writing skills remain at a somewhat lower level than other aspects of literacy. Nevertheless, given the starting point of many pupils, this still represents good progress. Pupils also achieve well in other subjects, such as art and design, design and technology and music.

Personal development and well-being

Grade: 2

Pupils behave very well and their attendance is above average. They are committed learners and invariably work hard. Pupils are also very caring and supportive towards each other. This applies especially to the care given by older pupils to the younger ones. The school's strong religious ethos promotes pupils' spiritual, moral, social and cultural development well. For example, effective assemblies and hymn practices make a significant contribution to pupils' spiritual development. Pupils know how to lead safe and healthy lifestyles. They contribute well to the school as a community and have the basic skills and positive attitudes that they need for their on-going education and life as young adults.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers' expectations are high and so pupils apply themselves well to all aspects of their work. Pupils' speaking and listening are developed effectively and teachers use questioning skills well, encouraging pupils to consider their responses carefully. ICT is used well by teachers to support pupils' learning. Teaching assistants provide effective support for all pupils, but especially for those who have learning difficulties and disabilities. Teachers have a good understanding of the levels pupils have reached because they assess their progress accurately. They also use the information they gain from assessments effectively to underpin their planning for the next stages of pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum is good. The curriculum for children in the Reception class is particularly effective. Throughout school, there is a good emphasis on the key skills of literacy, numeracy and ICT, and pupils' learning is enhanced considerably by a very impressive range of additional activities. For example, significant numbers of pupils enjoy participating in the after-school sports activities. Many parents help with after school clubs and members of the community support pupils learning in subjects such as music. French is taught as an additional subject and this helps pupils to understand the basics of speech, punctuation and grammar.

Care, guidance and support

Grade: 2

The school meets current requirements for ensuring that pupils are cared for well and are safe. Good provision ensures that pupils who have learning difficulties or disabilities and those who are potentially vulnerable are able to learn successfully. Links with external agencies that provide support for these pupils are also good. The school's arrangements, through its council of pupils, to listen and respond to their views are outstanding. Many parents make a good contribution to their children's learning, for example by being regular visitors to listen to pupils read. However, although teachers mark pupils' work thoroughly and provide them with help on how to improve, academic guidance is not fully effective, because pupils are not sufficiently aware of the targets that are set for their individual learning.

Leadership and management

Grade: 2

The headteacher provides good leadership and is supported well by governors, the deputy headteacher and a team of dedicated teachers and teaching assistants. Procedures for the school to evaluate its own performance are good. These procedures include an established programme of lesson observations. Training opportunities for staff are good, especially those enabling teaching assistants to further enhance the quality of their work. Arrangements to manage the school's finances are good and governors are careful to ensure that best value is gained from the purchase of services and resources. The governing body are very supportive and well-informed about the work of the school. In partnership with the headteacher they are eager that the school should flourish in the future. To this end they have worked in collaboration with the pre-school steering group and have succeeded in providing a new building to house a pre-school group on the school site.

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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?	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	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?	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.

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

18 October 2006

Dear Pupils

All Saints CoE VA Primary School, Beaumont Road, Great Oakley, Harwich, Essex, CO12 5BA

I enjoyed my visit to All Saints school. Thank you for being so helpful and for telling me all about the school. I think your school is good. I know that you and your parents and carers think so too. When asked if you think the school is good, one of you replied. 'It's the best'.

Your behaviour is good. I particularly like the ways in which older pupils care for and help the younger ones. I was also very pleased to see the numbers of you who take part in the after-school sports clubs and other additional activities.

Your teachers provide you with challenging and enjoyable lessons. They make especially good use of the new projectors to make your learning interesting. This all helps you to do the best you can and to make good progress. Your school is also good at caring for you and making sure that you feel safe. Well done to those of you who are part of the school council. I am very impressed with the way in which you persuaded your school to install the Trim Trail at the side of the main playground. I enjoyed watching you use it to get fitter and stronger.

You headteacher, staff and governors are good at making sure the school works well and at making arrangements for it to get even better. They are very good at making sure that you have everything you need to help you learn and at using your school's money wisely. As a result of the inspection and to help your school to continue its improvement, I am asking your headteacher, staff and governors to:

- Look at ways of helping everyone to improve their writing.
- To make sure that you all understand the targets that your teachers set to help improve your learning and progress.

Well done to you all. Keep up the good work.

Yours sincerely

Godfrey Bancroft

Lead inspector