



# All Saints Church of England Primary School and Nursery, Bishop's Stortford

## Inspection Report

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**Unique Reference Number** 117472  
**Local Authority** HERTFORDSHIRE  
**Inspection number** 290849  
**Inspection dates** 11–12 January 2007  
**Reporting inspector** Derek Watts

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>	Parsonage Lane
<b>School category</b>	Voluntary aided		Bishop's Stortford
<b>Age range of pupils</b>	3–11		Hertfordshire CM23 5BE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01279836006
<b>Number on roll (school)</b>	195	<b>Fax number</b>	01279466457
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Miss J Beardwood
		<b>Headteacher</b>	Mrs V McHarrie
<b>Date of previous school inspection</b>	14 January 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

All Saints CE is a smaller than average primary school. Most pupils are from a White British background. A small but increasing minority of pupils speak English as an additional language and a few are at an early stage of English acquisition. The proportion of pupils with learning difficulties and those eligible for free school meals are below average. Children's attainment on entry to the Nursery is broadly average. The headteacher retired in December 2006 after seven years of leadership at the school. At the time of the inspection, the school was being led by two acting headteachers. One was the deputy headteacher and the other was a retired headteacher from the local authority. Both had been in their new post for just three days.

## 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 CE is a good school providing a good quality of education for all its pupils. Pupils achieve well and they make good progress in their personal development. Parents hold positive views about the school. They praise the leadership, the quality of teaching and the school's atmosphere.

Effective leadership and management are key reasons for the school's success. The outgoing headteacher and deputy have provided strong educational direction and have been firmly focused on raising achievement and developing teaching and learning. The roles of subject leaders are also well developed and they effectively monitor and improve their subjects. Through rigorous self-evaluation, this school has a good understanding of its performance and takes effective action to bring about improvements. A well informed governing body provides effective challenge and support.

Children in the Nursery get off to a good start and progress in the Foundation Stage is good. Good teaching and learning in Years 1 to 6, and an interesting and effective curriculum, enable pupils to make good progress. Standards in Year 6 are well above average in English and science and above average in mathematics. While mathematics standards are above average, not as many pupils reach the higher levels in this subject as they do in English and science. The school has recognised that mathematics is less strong and has made this a priority in its development planning. Effective action is being taken and the school is aware of the need to increase investigative and problem solving in mathematics. Good assessment procedures mean that teachers have a clear picture of what pupils know and can do. They use this information well to match work to pupils' abilities and needs so that they are challenged and learn at a good pace. Pupils' learning is promoted well by teachers' clear instructions and demonstrations. Very occasionally, lessons are not sufficiently interesting to engage the pupils fully and the pace of learning slows.

Outstanding care, guidance and support contribute significantly to pupils' academic and personal development. In this positive school community, all pupils are valued and thrive. The needs of pupils are effectively assessed and provided for including those at an early stage of English and those with learning difficulties. Pupils thoroughly enjoy their time at school and this is reflected by their good attendance. Relationships within the school are good and pupils are articulate, courteous and friendly. Clear expectations give rise to good behaviour particularly in the classroom. Pupils show a good understanding of the importance of healthy lifestyles and keeping safe. Their good progress in literacy and numeracy, along with their well developed social skills prepare them well for the next stage of their education.

### What the school should do to improve further

- Build on the current action planning in order raise achievement and standards in mathematics in line with those in English and science.
- Ensure that all lessons maintain pupils' interest and proceed at a brisk pace.

## **Achievement and standards**

### **Grade: 2**

Achievement is good across the school. Children in the Foundation Stage make good progress in all areas of learning. Standards in Year 2 are above average in reading, writing and mathematics. The proportion of pupils who reach the higher Level 3 is significantly above average in reading and writing but not in mathematics. In Year 6, standards are well above average in English and science and average in mathematics. Not as many pupils attain the higher Level 5 in mathematics as they do in English and science. The school is taking action to raise achievement in mathematics by developing pupils' skills in calculation and mental procedures. The school has been successful in raising achievement in writing in recent years particularly in Years 1 and 2. Pupils with learning difficulties make good progress because of the effective support they receive. Similarly, pupils at an early stage of English language make good progress through effective support and good emphasis placed on the development of language skills.

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

### **Grade: 2**

Pupils' attitudes to learning and behaviour in class are outstanding. They play together well outside, but there is occasionally boisterous behaviour in the playground. Pupils feel safe at school and abide by classroom routines which ensure their safety. They are involved well in the school community through participation in class and school councils. For example, the school council has improved the range of equipment for use in the playground. Pupils contribute positively to the wider community by raising money for local and national charities. Older pupils show a very good level of care for younger children.

Pupils' spiritual, moral, social and cultural development is good. They have a good appreciation of the diversity of people's backgrounds. A range of assemblies successfully promotes their spiritual and moral development. They understand well the importance of healthy eating and regular exercise, and they enjoy the good range of activities after school. They work collaboratively in class and develop the basic skills well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Effective teaching and learning contribute to pupils' good achievement. Examples of outstanding practice were seen in Year 6. Teachers plan lessons well and share learning intentions with the class so pupils know what they are expected to learn. Clear explanations, demonstrations and effective questioning promote learning well. Pupils are enthusiastic and respond well to their teachers. They are attentive and participate keenly in the interesting activities provided. As one pupil commented, 'Our teachers

are nice and they make learning fun.' Assessment is used effectively to match tasks to pupils' different abilities and needs. As a result, pupils are suitably challenged, interested, and make good progress. Teachers deploy teaching assistants well so they provide good quality help to those who need it. Despite the many strengths in the teaching, occasionally, activities are not sufficiently stimulating to engage the pupils' interest. For example, overlong introductions can slow the pace and flow of learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum effectively contributes to pupils' good progress and to their good personal development. There is a good emphasis on teaching the basic skills of literacy, numeracy and information and communication technology (ICT), as well as on creative skills through art and music. Pupils from Years 4 to 6 learn a modern foreign language which broadens their horizons. Physical education is enhanced by visiting specialist teachers, as well as through after school clubs and inter school sport. A comprehensive programme of personal, social and health education includes teaching about personal relationships and the misuse of drugs, as well as an awareness of differences in individuals and society. A good range of clubs and educational visits enrich the curriculum. A residential visit in Year 5 is particularly popular. However, pupils at present do not have the opportunity to visit places of worship of other faiths. The Foundation Stage curriculum provides effective provision in the key areas of learning.

## **Care, guidance and support**

### **Grade: 1**

There are highly effective procedures to ensure that pupils are cared for, safe and secure at school. Staff know the pupils well and pupils feel that there is always an adult they can turn to if they are in difficulty. Thorough systems for assessing pupils' attainment enable teachers to set appropriately challenging targets for individual pupils and this contributes to good achievement. There is good support for pupils with learning difficulties. A parent commented, 'The extra support has been very successful and my child's confidence has improved considerably.' The assessment and monitoring of pupils' personal development is an outstanding feature and this has a positive impact on their progress in this area.

## **Leadership and management**

### **Grade: 2**

Leadership and management by the outgoing headteacher and the deputy have set high expectations and have successfully promoted good pupil achievement and good personal development. Good vision and effective systems have enabled the school to run smoothly and continually improve. One parent wrote, 'The school is very well led and has a strong governing body.' The new incoming acting headteacher brings good experience to the post.

Leadership has been effectively shared and the roles of English, mathematics and science leaders are well developed. They have been empowered to lead and develop their subjects. The monitoring of performance by subject leaders is considerably stronger than at the time of the last inspection and is now good.

Self-evaluation is thorough and based on the local authority's clear framework. Effective systems to monitor and develop teaching and learning contribute to the good provision. Strengths in teaching are shared and guidance and support are provided to remedy any shortcomings in practice. School development planning is informed by the findings of evaluation. Planning is good and contains appropriate priorities such as raising achievement in mathematics and further developing ICT. The development of investigative and problem solving approaches in mathematics does not currently receive enough attention as the action is planned for a later date.

Despite the recent retirement of the headteacher, the school has a good capacity to improve further because staff have been empowered to lead and make changes to bring about improvements. Good pupil achievement and good provision have been maintained since the last inspection. There have been good improvements in writing and ICT.

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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	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

<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>	1

<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

14 January 2007

Dear Pupils

All Saints CE Primary, Parsonage Lane, Bishop's Stortford, Hertfordshire. CM23 5BE

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. All Saints is a good school and one you can be proud of.

These things are strengths of the school:

- You attend regularly and clearly enjoy school.
- Children in Nursery get off to a good start.
- Teaching is good which is why you learn so much.
- You are making good progress particularly in English and science
- Your behaviour in lessons is outstanding.
- The staff know you well and you receive outstanding care and support from them.
- You get on well with others and the older children look after the younger ones.
- The school is well run by senior staff.
- Your parents are pleased with the school.

These are a few things the school has been asked to improve:

- Some of you could make even more progress in mathematics and you teachers are working hard to make this happen.
- Sometimes your teachers could give you more interesting activities and make sure that the lesson moves on more quickly.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards

Derek Watts

Lead Inspector