



All Saints Church of England Primary School

Inspection Report

Unique Reference Number 118185
Local Authority Isle of Wight
Inspection number 291045
Inspection date 22 February 2007
Reporting inspector Margaret Dickinson HMI

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

Type of school	Primary	School address	School Green Road
School category	Voluntary controlled		Freshwater
Age range of pupils	5-9		PO40 9AX
Gender of pupils	Mixed	Telephone number	01983 753267
Number on roll (school)	161	Fax number	01983 756421
Appropriate authority	The governing body	Chair	Mr. D Hancock
		Headteacher	Mrs B H Ayres
Date of previous school inspection	5 February 2001		

Age group 5-9	Inspection date 22 February 2007	Inspection number 291045
-------------------------	--	------------------------------------

© 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 one of Her Majesty's Inspectors.

Description of the school

The school is located in a rural small town to the south west of the island. The social and economic circumstances of families are broadly average although some families have difficulty finding employment. The school is taking a lead role for Extended School provision along with three other local schools. This provides a range of family learning opportunities for parents. Children join the Reception class with below average attainment. During the last academic year, the school had several changes in senior leadership. The headteacher was seconded to another school for two days a week during the autumn term and was on sickness leave for the spring and summer terms. During this period, the school was led by two temporary headteachers and the assistant headteacher. The permanent headteacher returned in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides pupils with a sound start to their educational lives. Some of its work is good and none is inadequate. Pupils achieve satisfactorily. Standards are broadly average by the end of Years 2 and 4. Children in Reception make good progress in their social and emotional development. They settle quickly to school life and have an appropriate range of activities across all the required areas of learning. Standards at Year 2 have improved over recent years and were significantly above average in the 2006 tests. This year group were more able when they entered school and made satisfactory progress. Writing has been a major focus for the school and results have shown marked improvement since the last inspection.

The school's self-evaluation is generally accurate. The school judges its own effectiveness as satisfactory and rightly judges pupils' personal development as a strength of the school. The headteacher and governors recognise the areas where the school needs to focus in order to improve pupils' enjoyment and achievement. Higher attaining pupils in Years 1 and 2, and the majority of pupils in Years 3 and 4 do not make enough progress in mathematics. Standards are below average in mathematics by Year 4 and should be higher.

In contrast to this, there are some good aspects to the school's work. Pupils enjoy coming to school and like their teachers. One pupil said 'You can learn more things every day you go to school'. The school has a caring and supportive ethos. Pupils feel safe and well looked after. They say they would not hesitate to go to a teacher if they had a problem. The staff work well as a team and foster a good community spirit, underpinned by the school's Christian ethos. This has a positive effect on pupils' behaviour and relationships. Pupils work hard to keep active and healthy because the school organises a good range of physical activities to encourage healthy lifestyles. It has good links with the local Specialist Sports College and leisure centre. The school works hard to involve and support parents and provides good opportunities for family learning through the Extended Schools Scheme.

Teaching and learning are satisfactory. In some lessons, there is a clear focus on what pupils will actually learn. Activities are well chosen and varied. Some teaching is good but planning does not consistently cater for the full range of ability in each class. Teaching assistants provide good support in lessons and have a positive effect upon pupils' learning.

Leadership and management are satisfactory. The governors, headteacher and staff acknowledge that changes in senior leadership over the last year have slowed down the pace of improvement. However, senior leadership is now stable and the school has the capacity to improve. Governance has developed since September and governors are beginning to have a greater impact on monitoring the school's work. However, they do not have enough information to provide a clear overview of how well pupils achieve. A weaker aspect of the school's work is the way it uses assessment information. This is not collated in a manageable and useful format. As a result, the headteacher and teachers cannot check easily whether all pupils make the progress they should,

from Reception to Year 4. When lessons are observed, written reports do not focus sufficiently on how well pupils of all abilities build upon their prior learning. On balance, the school is preparing pupils satisfactorily for their next stage of education and future lives but is not placing them in a strong enough position in mathematics.

What the school should do to improve further

- Improve pupils' achievement in mathematics in Years 3 and 4, and for higher attaining pupils in Years 1 and 2.
- Ensure teachers' planning focuses clearly on learning outcomes and caters effectively for pupils of differing abilities.
- Improve the quality and impact of self-evaluation at all leadership levels, ensuring a greater focus on pupils' achievement.
- Improve the way assessment information is collated and use it to monitor each pupil's progress and to plan future learning.

Achievement and standards

Grade: 3

Children start Reception with below average skills, particularly in emotional, language and aspects of mathematical development. They make satisfactory progress overall and good progress in their personal, social and emotional development. By the end of Reception, a lower proportion attains the expected goals than is normally found. However, standards do vary from year to year. Pupils currently in Years 2 and 3, for example, left Reception with broadly typical standards. Inspection findings show standards at Year 2 are average overall with writing remaining above average. Progress is satisfactory in Years 1 and 2 but not consistent. A significant minority of the higher attaining pupils do not achieve well enough in mathematics. The school has identified pupils in Years 3 and 4 have not made sufficient progress in recent years. This is now being addressed. Progress is satisfactory in reading and writing and standards are average. However, in mathematics, standards are below average and pupils are not achieving as well as they should.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils have positive attitudes. They behave well, even when the pace of learning slackens in lessons and they begin to lose concentration. Pupils help one another and form good relationships. Their spiritual, moral and social development are good. In assembly, pupils think carefully about how they could be better individuals and are happy to share their personal thoughts. Cultural development is satisfactory. Pupils like having friends from India and Japan. They also enjoy the special projects the school organises to help them gain a greater understanding of cultures different from their own. Pupils make a good contribution to their school and wider community. They can make suggestions and

know these will be considered carefully. Their ideas for better equipment and a buddy system at playtimes, for instance, have led to fewer incidents and happier playtimes.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and lead to satisfactory achievement. Teachers and teaching assistants have good relationships with pupils. This promotes a pleasant working atmosphere in the school. Teaching assistants play a pivotal and effective role in supporting small groups and individuals. In one Reception lesson, teaching assistants helped two groups of children to explore floating and sinking, and to make a moving vehicle. The children were motivated and interested. The good questioning was having a clear impact on children's thinking and communication skills. Teachers bring variety into lessons by expecting pupils to work in pairs or groups and this often works well. However, not all lessons have a sufficiently sharp focus on what pupils will actually learn. A weakness is that the work is not always matched appropriately to the full range of pupils' needs. When the same work is set for all pupils, the higher attaining pupils mark time when they could manage harder work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and leads to satisfactory achievement. The school provides a wide range of activities to encourage pupils to keep healthy and active. The school is using information from assessments satisfactorily to provide additional help when individuals or small groups need extra support with literacy and numeracy. These are beginning to have a positive impact upon pupils' achievement as well as their self-esteem. There are some good enrichment opportunities, such as a gardening club, country dancing and the opportunity to learn an instrument. The school has identified it needs to develop the curriculum further by providing more appropriately for higher attaining pupils.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory with good features. The school has a caring and supportive atmosphere. Pupils say they feel safe. They are confident they can always approach a teacher if they are concerned. The school fulfils the requirements for safeguarding children. It works hard to develop good relationships with parents and to provide family support. Parents are supportive of the school. A weaker aspect relates to pupils' academic care and guidance. The school assesses pupils to find out how well they are doing in reading, writing and mathematics and the information is recorded on various spreadsheets. However, this is not brought together

in a manageable way so that the headteacher and teachers can check whether all pupils are making sufficient progress over time.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Standards at Year 2 have shown an upward trend and the school has taken some appropriate steps to address the past underachievement in Years 3 and 4. This has included organising additional small-group support to help pupils to catch up. The headteacher is committed to improving pupils' achievement further. There is some way to go, however, before all pupils achieve well enough in mathematics. Teaching is monitored by the headteacher but written observations are not evaluative enough and are more focused on teaching than how well different groups of pupils learn. The governing body has strengthened its role and impact considerably since September. Governors are monitoring the school's work and they keep a clear focus on what the pupils themselves are getting out of their education. Subject co-ordinators have developed their role in monitoring the curriculum since the last inspection. However, they do not have sufficient impact on pupils' achievement in their subjects across the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Text from letter to pupils explaining the findings of the inspection

I visited your school recently and would like to thank you for your warm welcome. I particularly appreciated talking to some of you about the kind of things you like about your school and the work you do.

I thought you would like to know about the good things I found out about your school and one or two things I have asked your headteacher and teachers to improve.

You enjoy coming to school, behave well and are friendly to one another. You are lucky to have lots of opportunities to take part in sports and activities to help you keep healthy and fit. The school is a caring and safe place for you to learn. Your headteacher works hard to make sure you feel safe and secure in school. It is also good that your parents can come into school for some of the additional activities that the school organises for them.

I have asked the school to work on four things to make your education even better:

- make sure all of you do as well as you can in mathematics
- improve some of your lessons so that all of you learn and do well, particularly those of you who find work quite easy
- when your headteacher and teachers check how well the school is doing, they should always think about what you are getting out of school and how well you all make progress
- use information from your assessments to make sure you are given work that is at the right level for you.

If you find the work you are given is far too easy or too hard you can help by letting your teachers know.

With best wishes

Margaret Dickinson

Her Majesty's Inspector