

Hooton Pagnell All Saints Church of England Primary School

Inspection report

Unique Reference Number	106763
Local Authority	Doncaster
Inspection number	309225
Inspection dates	15–16 September 2008
Reporting inspector	Fiona Gowers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	72
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr John Hardacre
Headteacher	Mrs J Gillard
Date of previous school inspection	26 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hooton Pagnell Doncaster South Yorkshire DN5 7BT
Telephone number	01977 642054

Age group	4–11
Inspection dates	15–16 September 2008
Inspection number	309225

Fax number

01977 648322

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average sized primary school serves a mixed socio-economic area. It draws its pupils from a wide geographical area. The vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has received the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with a strong caring ethos. It amply fulfils its aim 'to create a happy, safe, environment where children feel valued, treat others with respect and receive respect.' Pupils flourish in the nurturing environment, grow in confidence and, consequently, develop the self-assurance to take a great deal of initiative in school life. Pupils' personal development and well-being are good overall and the contribution pupils make to their community is outstanding. Pupils work tirelessly and with great enthusiasm to improve their school environment. For example, they successfully raised money to revamp the school toilet block and regularly run clubs for younger children. As budding entrepreneurs, they work in the gardening club, to grow and sell flowers and vegetables for a significant profit. Parents confirm that pupils thoroughly enjoy such activities, typically commenting: 'This is a wonderful school. I am delighted my child attends.'

All staff play an effective part in helping pupils succeed. By the time pupils leave school at the end of Year 6, standards are generally above average. Standards throughout the school are higher in mathematics and science than in writing. Pupils make good progress and achieve well, as a result of good teaching and learning. Very positive relationships help foster a hardworking environment, where pupils are keen to learn. Lessons have a clear focus and work is generally well matched to the needs of different groups of learners, including those who have learning difficulties and/or disabilities.

The school provides a stimulating curriculum, which helps pupils make good progress. The curriculum effectively promotes understanding and respect for the wider community. An emphasis on an investigational approach in mathematics and science has led to a marked improvement in pupil achievement. However, the curriculum does not support pupils' writing skills so well. This is because pupils do not have enough opportunities to improve the quality and content of their written work across all subjects of the curriculum.

Good care, support and guidance underpin pupils' personal development and well-being. Pastoral care is outstanding, especially the monitoring and support given to the most vulnerable pupils. Academic guidance is good overall. Some marking and feedback are good and provide clear guidance for improvement, however, occasionally, marking and verbal feedback are less effective.

Leadership and management of the school are good. The headteacher leads by example and is a very caring, inspirational leader with a clear vision. A relaxed, caring atmosphere prevails and there is a strong team spirit which enables everyone's contribution to be valued. Pupils are encouraged to be actively involved in the local community. Recently, many residents appreciated flowers planted by pupils in a nearby village. Systems to check on pupil's performance are generally effective, but they are not sufficiently fine-tuned to allow a clear picture of how well different groups are achieving. This can make it difficult for school leaders, staff and governors to check if all pupils are doing as well as they could. There has been good improvement since the last inspection. The strengths of leadership, the hardworking and enthusiastic staff team and the importance given to their continued professional development indicate that All Saints has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Many children say it feels like 'being in a big family' when they start school. Many parents greatly appreciate the high quality care and support provided that helps children settle in well. 'The staff have been very patient and kind with my child.' Older pupils readily look after the younger children, in their role of 'buddy'. This helps new children to feel happy and secure when they start school. Generally, children enter Reception with skills that are broadly in line with national expectations. As a result of good teaching and well structured learning activities, children make good progress overall. This is especially rapid in their personal and social development, physical development and their knowledge and understanding of the world. Careful assessments ensure learning activities are well matched to children's needs. They greatly enjoy using the attractive outdoor environment to support their learning. They enjoyed going on their own 'Bear Hunt' outside after reading a story together. Leadership of the Early Years Foundation Stage (EYFS) is good. Staff work hard to provide more activities to promote independent exploration and investigation.

What the school should do to improve further

- Develop the curriculum to provide more opportunities for pupils to improve the quality and content of their written work across all subject areas.
- Refine current systems to gather information on pupils' performance to obtain a clearer picture of how well different groups are achieving throughout the school.

Achievement and standards

Grade: 2

Achievement is good. Good teaching enables pupils to make good progress and generally reach above average standards, from their broadly average starting points. Challenging targets are usually met. Pupils with learning difficulties and/or disabilities make good progress because of the sensitive support provided by adults. Standards at the end of Year 2 and Year 6 fluctuate a little from year to year. This is because of the differing abilities of the small numbers of pupils taking the national tests and assessments. In 2007, standards dipped at the end of Year 6. This was partly a result of the well above average proportion of pupils with learning difficulties and/or disabilities in that year group. However, the leadership acted swiftly to address this dip in standards and the 2008 test results show a marked improvement. As a result, pupils are making faster progress throughout the school in mathematics and science, and the proportion of pupils attaining higher levels has increased significantly. Standards in writing are not as high as in mathematics and science. This is because some pupils do not write fluently in a range of styles and the quality of some written work is lacking in descriptive language and imaginative ideas.

Personal development and well-being

Grade: 2

The strong pastoral care provided enables pupils to feel safe and secure and that 'they matter'. Parents confirm their children greatly enjoy their time at school.

Pupils make an outstanding contribution to the school. They express their views with confidence and feel they have an important part to play in school life, carrying out numerous roles of responsibility. They develop many important life skills such as how to work with others in a

team to solve problems. Older pupils produce a school newsletter, which involves applying for and carrying out the roles of reporter, researcher, interviewer and photographer. Pupils' spiritual, moral, social and cultural development is good. Attendance is broadly average and the school works hard to maintain a positive trend. Pupils respond well to systems to promote good behaviour and positive attitudes. They are very keen to win the most 'Brownie Points' each week! Pupils are polite, friendly and behave well, although a minority become a little restless in some lessons, when the pace of learning slackens. Pupils have a good understanding of how to lead a healthy lifestyle, being particularly aware of the importance of taking regular exercise.

Quality of provision

Teaching and learning

Grade: 2

Teachers are enthusiastic, have good subject knowledge and high expectations. They make the purpose of the lesson clear and usefully review what has been learned at the end of a session. Teaching assistants make a valuable contribution to pupils' achievements. They know pupils very well and are quick to respond to individual needs. There is a cracking pace of learning in the best lessons. Teachers use a wide range of activities, such as games, investigations and partner discussions to stimulate learning. These activities are fun, motivate pupils to work hard and, in particular, stretch the more able. In a minority of lessons, the pace of learning is slower. Learning activities do not have the same degree of challenge, as pupils have fewer opportunities to explore ideas for themselves or consider how they might learn most effectively.

Curriculum and other activities

Grade: 2

The curriculum promotes pupils' personal development well and there are good opportunities for them to learn about safe and healthy practices in their daily lives. The provision for English, mathematics, science, and information and communication technology (ICT) helps pupils make good progress. Links between subjects are emerging. However, opportunities for pupils to further improve the quality and content of their writing across the whole curriculum are not fully utilised. Occasionally, writing activities lack purpose and relevance. As a preparation for their writing, pupils do not always have enough opportunities to explore ideas through speaking and listening and drama activities. Additional learning programmes are effective in helping pupils with learning difficulties and/or disabilities achieve well. Pupils really enjoy a good range of enrichment activities, particularly music and sporting activities, such as golf and rugby.

Care, guidance and support

Grade: 2

The 'whole child' is important at All Saints. Staff know pupils very well. Consequently, pupils feel confident they would find someone to help them with a problem. Older pupils contribute to the caring environment. In their role as a pupil buddy, they hold weekly discussions with a younger child to provide support and try to help with any concerns they might have. Safeguarding procedures are sound. Academic guidance is good and leads to good progress. Most pupils know how to improve their work further and enjoy working towards their targets. However, a few pupils are not so sure how they can make more progress. The school is devising clearer strategies to help pupils improve the structure of their writing, in particular. Pupils with learning difficulties and/or disabilities progress as well as others in school. As each pupil is very

much known as 'an individual', staff are quick to identify any who might need extra reassurance or support.

Leadership and management

Grade: 2

School leadership has been successful in raising standards and promoting high levels of pupil's personal development and well-being. The recently revised school leadership team have a good understanding of the school's strengths and identify appropriate priorities for improvement. The school works well in partnership with others. In particular, the school is currently seeking specialist guidance in its current focus to improve achievement in writing throughout school. The school runs very smoothly on a day-to-day basis. Systems to check on pupils' performance are detailed. However, they are not sufficiently fine-tuned to identify quickly how well individual groups of pupils are achieving. Governors are very committed and fully support the school ethos and the school benefits from its community links. Governors provide effective support and challenge in the continued drive towards school improvement.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the friendly welcome when I visited your school. I enjoyed talking to you about your work, speaking to adults in school and joining you in lessons, in assembly and at playtime.

I was particularly impressed with how hard you work to improve your school and to help each other. You work very hard in the school garden and raise a lot of money selling the flowers and vegetables. You also told me how much money you raised for your new toilets.

You behave well and you try hard to do what teachers ask of you. Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. The school is very good at giving special help to those of you who need it. You know how to keep fit and healthy and enjoy taking part in many sporting activities.

Your headteacher leads your school well and makes sure you are happy and you learn well. I know you thoroughly enjoy the good education that your school provides. You work hard and make good progress with your work. That is because you are taught well and have interesting things to do. All the adults at school work very hard to help you. I have asked them to help you to improve your writing in all your lessons. I have also asked them to improve the arrangements they have to check how well you are doing with your work.

Thank you for helping me with the inspection. Keep working hard and enjoying your school!

I wish you well in the future.