

# All Saints East Clevedon Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109224
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309934
<b>Inspection date</b>	9 October 2008
<b>Reporting inspector</b>	Alex Baxter

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	113
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Grimshaw
<b>Headteacher</b>	John Clark
<b>Date of previous school inspection</b>	20 September 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	All Saints Lane Clevedon BS21 6AU
<b>Telephone number</b>	01275 874169
<b>Fax number</b>	01275 794483

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This small primary school serves the needs of pupils in the local area. Children's attainment on entry varies between the small year groups, but mostly matches that found nationally. Currently 17 children in a Reception and Year 1 class receive Early Years Foundation Stage provision (EYFS). The school holds several awards, which reflect its commitment to healthy living and to contributing to the international community.

## 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 is a good school. It is a very welcoming and caring school. It has several significant strengths such as outstanding curricular and care provision that promote the pupils' exemplary personal development and well-being. Parents recognise and value the work of the school and one typical comment was, 'The teachers and support staff at the school are wonderful. The curriculum is full and fun. My children are both very enthusiastic about school and always thoroughly enjoy their topics. We are privileged.' This comment also reflects the excellent links with parents, the church and outside agencies, which enrich the pupils' learning opportunities and underpin the pupils' outstanding awareness and involvement in their community.

In response to good leadership and management and effective teaching the pupils make good progress. They attain above average standards. With excellent support from the governors, the staff know their school well and share a strong commitment to continued improvement. The headteacher has enabled colleagues, as a team, to embrace change as both a challenge and an opportunity to innovate. Their work in developing a stimulating curriculum that empowers pupils as individual learners has also promoted the pupils' great enjoyment of school. This is evident, for example, in their excellent attendance, their enthusiastic responses in lessons and the joyful way they set out their picnic blankets on the playground at lunchtime. Pupils flourish both academically and personally in this supportive community. This is illustrated by their highly developed reading, science and speaking and listening skills, by their excellent adoption of healthy lifestyles and by their exemplary behaviour and relationships .

Provision is excellent in the Early Years Foundation Stage (EYFS). The staff are precise in identifying and meeting the children's individual needs; as a result, children progress exceedingly well. The quality of teaching is at least satisfactory, as is its impact on pupils' progress. This has not always been the case in years 1 and 2 where it has varied for some time. However, it is much improved now as teachers cooperate more closely and effectively with each other to assess pupils' needs and to plan relevant learning tasks. Standards in Year 2 are broadly average, but pupils' spelling, handwriting and number skills are not yet high enough showing that changes have not been in place long enough to have the desired effect. By Year 6, standards are above average in English and mathematics and are high in reading, speaking and listening and science. These show that pupils make at least good progress in response to good use of challenging targets and effective teaching. By the time they leave the school, pupils are very capable, independent learners and are confident in using information and communication technology (ICT) effectively.

The school has made good improvement since the last inspection, especially in bringing EYFS and curricular provision to such a high standard. Its proven ability to sustain above average standards by the end of Year 6 and to secure a very supportive community ethos shows a good capacity to improve in the future.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Provision is extremely well led and planned. In combination with excellent and often innovative teaching and support, children of all abilities are enabled to make outstanding progress. Very accurate assessment of the children's needs underpins this high quality provision. Through very close, effective and continuing communication with parents, the teacher and her assistant

identify children's needs soon after they arrive. Accompanied by ongoing assessments, which involve close observation, staff ensure that activities match and stimulate the children's individual learning needs and interests. As a result, the children greatly enjoy an excellent balance of adult-led activity and those chosen by themselves. These are provided indoors and outside, where the particularly spacious, secure and well-equipped play area enables practical learning through all weathers and throughout the year. The success of this provision was clearly evident as children collaborated with great pleasure in role play activity 'rescuing' creatures from one of the trees using 'saws' made from plastic equipment. Excellent care, guidance and support also promote the children's outstanding achievement. In particular, children make significant gains in their attitudes to learning and in their social, communication and numeracy skills. Learning from, and with, each other is a key feature that is enabling children to attain above average standards by the time they transfer to Year 1.

### **What the school should do to improve further**

- Strengthen teaching and pupils' learning in writing and mathematics in Years 1 and 2; in particular, extend the use of assessment to improve the pupils' spelling, handwriting and numeracy skills.

### **Achievement and standards**

#### **Grade: 2**

Standards are above average. Most pupils achieve well in relation to their starting points. Children make excellent progress in the EYFS in response to teaching and learning activities that are precisely matched to the children's needs. In recent years, pupils' progress through Years 1 and 2, especially in writing and mathematics, has been constrained by inconsistencies in teaching. This year, a strengthened focus on pupils' basic skills has re-established at least satisfactory progress with an increasing number of pupils, including those with more ability, doing even better. However, whilst many pupils are doing as well as they should given their starting points, their number and writing skills, especially spelling and handwriting are still not high enough. Pupils' make excellent progress in Years 3 to 6 because teachers establish high expectations and are very successful in developing pupils as independent learners. This is particularly evident in the high standards pupils reach in reading, speaking and listening and science. Although not as high, standards are securely above average in writing and mathematics.

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

#### **Grade: 1**

The pupils' excellent attendance reflects their great enjoyment of school. One pupil commented, 'We feel very safe and have every chance to achieve as well as we can.' The pupils demonstrate high quality relationships and there is a genuine harmony throughout day-to-day activities and learning, both in class and beyond. Pupils' spiritual, moral, social and cultural development is outstanding and so too is their behaviour. Despite the small size of the playgrounds they play energetically, but with a genuine consideration of the needs of others. Pupils fulfil their responsibilities in a very caring way, for example as 'peer mediators' who try to keep everyone happy at playtime. The pupils have an excellent knowledge of how to keep healthy and participate with great enthusiasm in fund raising activities and community events. By the time they leave the school, the pupils show very mature attitudes as learners and as very supportive members of a community and these equip them extremely well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Typical strengths evident in all parts of the school include supportive relationships between staff and pupils and good use of ICT in the form of interactive whiteboards. Teaching assistants are also used consistently well, especially to support pupils with complex learning and physical needs. Much of the teaching in EYFS and in Years 3 to 6 is outstanding and is typified by precise questioning which extends pupils' thinking and develops new learning. Teaching and learning in science and the development of the pupils' reading and speaking and listening skills are also strong. This is because pupils' individual enquiry skills are encouraged extremely well, often through practical investigative activity. In Years 5 and 6, for example, the teaching challenged the pupils to consider the difference between propaganda and advertising and developed high levels of understanding very skilfully. In response to this questioning and prompting pupils work hard and really enjoy what they are doing. Until recently in Years 1 and 2, teachers have not always worked closely enough together to meet pupils' needs and to secure good progression in pupils' learning. This year pupils' work is now assessed more effectively to inform new learning. This has raised expectations and is improving pupils' progress. However, these improved strategies have not been implemented long enough to develop pupils' spelling, handwriting and numeracy skills to the full.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum includes an excellent range of interesting activities that stimulate pupils' enthusiasm and provide relevant and practical opportunities for learning. Teachers explore carefully chosen topics, for example 'Rocking Romans'. This approach links subjects meaningfully, promotes the pupils' local, international and cultural awareness and extends their literacy and numeracy skills very effectively. The curriculum is enriched further by outstanding extra-curricular pursuits, sports and other clubs and by very beneficial links with parents, the church and outside agencies. These contribute very effectively to the pupils' enjoyment of learning and healthy lifestyles. Pupils have excellent opportunities to take responsibility as learners and their increasing evaluation of their own work is a strong feature. This is particularly the case in the EYFS and in Years 3 to 6, where teaching, often through informative and supportive displays, develops the pupils' enquiry and problem solving skills. Displays, for example entitled 'The Wow Board', 'New Beginnings' and 'Our Wall of Wonderful Work', promote their personal responsibility and achievement. These opportunities, alongside the much improved and now very effective use of ICT, contribute to the pupils' achievements, particularly in reading, speaking and listening and in science.

### **Care, guidance and support**

#### **Grade: 1**

This highly effective 'package of care' is much praised by parents and appreciated by the pupils themselves. It is underpinned by the way that all staff care for the pupils, value their contributions and involve them in the life of the school. Excellent pastoral support is frequently accompanied by equally strong academic guidance which, through teachers' marking, gives clear ways of improving to the pupils. Together, these contribute highly effectively to the pupils' achievements, both personally and academically. Procedures for safeguarding pupils'

well-being and for meeting the needs of pupils with learning difficulties and/or disabilities are excellent. Pupils with specific emotional needs also benefit from the school's exemplary links with parents and outside agencies. School procedures to support pupils out of class utilise innovative methods such as a designated adult 'play supervisor' alongside support from older pupils trained to act as 'playground friends'. In combination, these help to ensure that playtimes and lunchtimes promote the pupils' enjoyment of school and promote the pupils' excellent adoption of healthy living.

## **Leadership and management**

### **Grade: 2**

The headteacher gives an excellent lead in developing a curriculum that meets pupils' needs and enthuses them as learners. He receives good support in doing so from staff. Governors provide secure continuity and excellent counsel. As a team, staff and governors show a strong commitment to continued improvement and develop excellent links with parents. Their success in keeping the school active at the heart of the community plays a significant role in promoting the pupils' excellent social development. Self-evaluation is effective. Over the past school year, senior managers, with close support from the local authority, have successfully tackled a legacy of underachievement in Years 1 and 2. To accomplish this they have implemented an intensive programme of classroom monitoring and a supportive team approach to planning the curriculum. These have improved the quality of teaching and learning. However, whilst standards are rising, improvements have not been in place long enough to secure the high levels of achievement seen in other parts of the school.

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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?	1
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?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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	1
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?	1
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	1
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**

9 October 2008

Dear Pupils

Inspection of All Saints East Clevedon C of E Primary School, Clevedon, BS21 6AU

Thank you very much for making us feel so welcomed, especially to the members of the school council who told my colleague all about your school. We agree with you and with most of your parents who feel that yours is a good school. We especially liked the way you all get on so happily together and behave exceptionally well. It is clear that you yourselves make a very good contribution in helping the school to be as good as it is.

These are the other main things we found:

- You make good progress and, by the end of Year 6, reach standards that are better than in most schools. Many of you make exceptional progress and reach even higher standards in science, reading and speaking and listening.
- Your excellent attendance reflects your great enjoyment of school. These also show that you feel very safe because everyone at the school looks after you in an exemplary way.
- We were very impressed by your excellent attitudes to learning and the way you so willingly share ideas, help each other and participate so fully in the excellent range of activities provided for you.
- You learn well because teaching is good. Teaching is frequently outstanding, especially in Reception and in Years 3 to 6, where you learn a lot by making your own choices and exploring your ideas.
- Staff and governors work well as a team to make sure that you learn well and enjoy school. Your headteacher gives an excellent lead in providing you with lots of interesting learning opportunities. Governors make outstanding contributions in supporting the school as a caring, learning community and encouraging very close links with your parents.

To assist the school in becoming even better we have asked the headteacher and teachers in Years 1 and 2 to help you to do better in writing and mathematics. In particular, we want you to improve your spelling, handwriting and number skills.

Keep giving of your best; that way you will help yourselves and the school to become even better.

Thanks again and good wishes for the future.

Alex Baxter, Lead Inspector