

All Saints CofE Junior School

Inspection report

Unique Reference Number	112837
Local Authority	DERBYSHIRE LA
Inspection number	311022
Inspection date	21 November 2007
Reporting inspector	Lynne Blakelock

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	195
Appropriate authority	The governing body
Chair	Mr R Cook
Headteacher	Mrs C A P Newton
Date of previous school inspection	23 June 2003
School address	Hurds Hollow Matlock Derbyshire DE4 3LA
Telephone number	01629583949
Fax number	01629583949

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Introduction

The inspection was carried out by one Additional Inspector.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress in English and the impact of the school's strategies for raising achievement in English, pupils' cultural development, and the impact of subject leaders in promoting excellence and enjoyment in the curriculum. Evidence was collected from observing lessons and the quality of work produced, scrutinising school documentation and records of pupils' achievement and progress, and discussions with pupils and with teachers who have specific responsibilities. Other aspects of the school's work were not investigated in detail. The inspection found no evidence to indicate that the school's assessments as given in its self-evaluation report were not justified, and comment on them has been included where appropriate in this report.

Description of the school

This average size school serves a large area of Matlock. A significant number of pupils are from socially and economically advantaged backgrounds and a third come from out of the catchment area. Pupils start school with attainment that is similar to pupils nationally. The percentage from minority ethnic backgrounds is much lower than the national average and no pupils speak English as an additional language. The proportions who have learning difficulties and disabilities or who have a statement of special educational need are below average. Pupil mobility is below the national average.

The school is a Football Foundation School. It has achieved the Active Schoolmark, Basic Skills Award and the ECO School Green Flag. It holds two Derbyshire ABC Anti-Bullying awards. Following a Matlock in Bloom award for the Best Grounds in 2006 and 2007, the school has achieved the Silver Gilt award for School Grounds in the East Midlands.

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. The school's Christian ethos promotes the ideas of love, justice and responsibility, which are reflected in the caring and sharing environment in which pupils learn. The strong leadership and management of the school, good teaching and the hard work of the staff, contribute to a good quality of education for all pupils. Parents are overwhelmingly supportive. One parent echoed the views of many in writing of 'the tremendous education and support provided by the school.'

The school's environment encourages pupils' good personal development. Staff broaden pupils' academic, social, moral and spiritual development well. Pupils' cultural development is satisfactory. Pupils show their positive attitudes to school in their excellent behaviour, good attendance and supportive relationships. They enjoy greatly the varied opportunities for them to develop their leadership and decision making skills, although these are mainly for older pupils. They act as playground buddies, school captains and 'ECO counsellors'. The school council has added to pupils' learning and enjoyment by organising the timber trail, a very popular playground feature. In doing so, members have developed their leadership skills. Pupils increasingly adopt healthy lifestyles and enjoy the many opportunities to keep fit. They show an excellent understanding of how to keep safe and act extremely safely in lessons and around the school. Pupils' preparation for the next stage of their education is a strong feature. Through the curriculum and their responsibilities in school and in the community, pupils develop good team skills and learn how to cope with and plan for change.

Pupils make good progress through the school. The standards that pupils attain by the end of Year 6 are above average in English and exceptionally high in mathematics. Boys also achieve outstanding results in science, with girls' results being above average. Every pupil achieved at least the nationally expected Level 4 in science last year. English results, which were in line with the national average three years ago, have risen significantly since then. Pupils' writing skills are less well developed because tasks are not always matched well enough to pupils' abilities. An above average percentage of pupils achieve higher than expected levels in English, mathematics and science. Pupils' good progress is due to good teaching throughout the school. Teachers know their subjects well and clearly enjoy teaching. They prepare interesting lessons although occasionally do not give pupils enough time to learn for themselves. The pace of learning is brisk so that pupils remain focused. They make good use of computers to help them learn. Questioning of pupils is often probing and encourages pupils' good progress.

The care, guidance and support of pupils is good because staff know pupils' pastoral and academic needs well and have thorough procedures in place to help them achieve and feel secure. Pupils say that there is always someone to help them if they have a problem and difficulties are dealt with swiftly. All procedures to safeguard pupils are in place. There are detailed systems to help teachers assess the progress that pupils make. Pupils know their targets and their target books help them to focus on making better progress. Marking of work, however, is variable and does not always tell pupils how to move on in their learning. Pupils with particular learning needs have programmes of support and nurture sessions on a one-to-one and group basis, leading to their good progress.

The curriculum is good because it is increasingly bringing learning alive through practical activities, such as developing the school environment, and through the much improved provision for information and communications technology (ICT). Pupils take an increasing interest in the

environment, such as how the school generates some of its own electricity using solar panels. A relevant personal, social, health and citizenship programme enhances pupils' personal development. Teachers understand that pupils' knowledge and understanding of other cultures are less well developed. Provision for pupils with learning difficulties and disabilities is good. Increasingly, teachers are adapting what they teach to meet the individual learning styles of each pupil. Thus, although the curriculum focuses on English and mathematics, pupils are regularly learning through topics. For example, they are following up a visit to a stately home as part of a topic about the Tudors by making a grass prayer labyrinth. This is also an example of the way that opportunities to develop spirituality are being threaded through all of the school's work. Teachers are delivering modern foreign languages by teaching skills that are needed in learning all languages. Pupils are delighted with the educational trips and after school clubs, which prepare them well for the next stage of their education and offer them valuable new experiences.

The headteacher gives clear direction to the work of the school. She is aware of what is needed to improve the school even further and has focused staff clearly on raising standards and developing the curriculum. Subject leaders now have a clear picture of pupils' progress and keep detailed records to support planning. Despite constant staff changes, good procedures are in place to ensure continuity of practice. The performance of the school is strengthened by a training programme for staff that matches the identified needs in the school improvement plan. Governors are effective partners and are widening their involvement by monitoring how well subjects are helping pupils to enjoy learning, achieve and develop skills for adulthood. The good progress since the last inspection shows there is a good capacity for continued improvement.

What the school should do to improve further

- Help pupils to improve their writing by ensuring tasks regularly focus on specific skills that match their abilities.
- Integrate into the curriculum regular and planned opportunities to strengthen pupils' knowledge and understanding of other cultures.

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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

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 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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.

Annex A

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 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

22 November 2007

Dear Pupils

Inspection of All Saints C of E Junior School, Matlock, DE4 3LA

I enjoyed meeting you recently when I visited your school. Thank you for making me feel welcome and for telling me about all the things that make your school special to you. This letter will tell you what I found out.

Your school is a good school. Your parents agree. They know you are very happy here. You are making good progress in English, mathematics and science. The standards you are reaching are above average although your writing is not as good as your other English skills. You are able to do well because teaching is good. You enjoy using computers and problem solving.

I like the fact that there are lots of visits and after-school activities for you. Year 6 told me how much they had learnt from their residential visit. You enjoy learning other languages. Well done for knowing some Welsh! You also like learning for yourself, as you can in ICT. The teachers are good at giving you the chance to develop skills you will need when you are older and you are very sensible about carrying out responsibilities. Younger pupils would like more! It was good to see that you get on so well with each other.

Your school is well led by your headteacher and her staff, who work hard for you and keep you safe. There are ways that it can be better. First, I have asked the teachers to make sure that your writing skills improve. Second, you need to know and understand more about the beliefs and lifestyles of other cultures.

Keep working hard. I send you my best wishes for the future.

Lynne Blakelock

Lead inspector