

All Saints Church of England Primary School

Inspection report

Unique Reference Number	116326
Local Authority	Hampshire
Inspection number	312261
Inspection dates	4–5 March 2009
Reporting inspector	Rob Crompton

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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	126
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	Mrs Ann Craig
Headteacher	Ms Nicky Osborne
Date of previous school inspection	29 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Catherine's Road Winchester SO23 0PS
Telephone number	01962 853179
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than average. The majority of pupils are of White British origin, with about 10% being from minority ethnic groups. The proportion of pupils in the early stages of learning English as an additional language is low compared with most schools. The proportion of pupils with learning difficulties and/or disabilities is above average. These include pupils who find learning difficult, some with emotional and behavioural problems, and others with speech, language and communication difficulties. The school has provision for the Early Years Foundation Stage in a mixed Reception/Year 1 class. With the exception of Year 6, other age groups are also in mixed classes.

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 Church of England Primary School provides a good-quality education. From a very low starting point when they enter the Reception year, pupils achieve well through the school and reach average standards by the end of Year 6. Pupils enjoy learning, and their parents are overwhelmingly supportive. One parent's comment summarised numerous positive remarks, 'My children have come on leaps and bounds and I am extremely pleased with the level of education they are receiving.'

Since the last inspection, the rate of achievement through the school has accelerated due to improvements in the quality of teaching. Teaching is consistently good, and often outstanding. Teachers have a high level of expertise, particularly in making learning meaningful and relevant to pupils. Consequently, the pupils enjoy school and they progress well, because teachers make every effort to engage them, stimulate their interest and build on their prior attainment. Teachers and support staff work in close partnership. Classrooms abound with attractive displays of good-quality work across the curriculum. Clear prompts about how pupils can improve writing adorn many walls. Similarly, teachers provide good guidance in mathematics, but pupils make slower progress in this subject compared with English and science. There is scope to increase opportunities in lessons to ensure that pupils gain more confidence in using their numeracy skills in a wider range of problem-solving tasks.

Pupils' personal development and well-being are outstanding. Their behaviour is excellent and they have delightful attitudes. They are friendly, mature and caring, and take a lively interest in all around them. The school is highly successful in fulfilling its mission to 'help pupils support one another to become caring individuals in the wider community'. Pupils are extremely knowledgeable about how to keep themselves healthy, and they respond to the school's encouragement to eat a balanced diet and take plenty of exercise. They willingly take on responsibilities. The school positively encourages pupils to be involved with the local community, and there are strong links with the parish. Work in geography and religious education, together with a focus on current affairs, successfully supports pupils' understanding of the wider world and contributes to the school's effective promotion of community cohesion.

Pupils are extremely well looked after, and the school provides a safe and secure environment in which they feel happy. They respond well to an excellent range of learning opportunities, which help them pursue a wide range of interests. Pupils benefit from excellent feedback about their progress. A watchful eye is kept on individual achievement. Pupils who need extra help are quickly identified and receive first-class support. Pupils learning English as an additional language receive timely assistance, which means they make good progress.

Leadership and management of the school are excellent. Under the outstanding leadership of the headteacher, there is a strong sense of energy and purpose. The recommendations for improvement from the last report have been successfully implemented. The school knows where its strengths and areas for development lie. The school is very well placed to improve further, because of high-quality leadership by senior staff, the effectiveness of the governing body, and the expertise and commitment of the teaching team.

Effectiveness of the Early Years Foundation Stage

Grade: 2

As they start in Reception, children's skills and understanding are well below those typical of the age group. Their knowledge of the world outside their immediate surroundings is limited. Many lack confidence in speaking. They often have a narrow vocabulary and a limited grasp of early number skills, such as counting. Due to effective teaching, children make good progress across all areas of learning although, by the end of Reception, standards are generally below those expected of the age group.

Children soon settle into daily routines and develop confidence in relating to adults. Activities are exciting and capture the children's interest. They provide many opportunities for children to explore and discover things for themselves. Adults and children interact well, and children's language and vocabulary is developed through conversation and good questioning. A strong emphasis on teaching letter sounds has resulted in good progress in early reading skills. Children enjoy playing in the role-play areas and collaborate well. Good examples were seen as they worked in small groups 'digging for dinosaur bones' in the outdoor area. This area is used to support some aspects of learning, but is rather small and not as stimulating as the indoor areas. This restricts the range of activities that can be provided on a day-to-day basis. The provision is organised very well by the teacher, who is also the school mathematics leader. She is rightly focusing on improving children's confidence and skills in early numeracy in order to provide a secure foundation for subsequent years.

What the school should do to improve further

- Increase pupils' confidence in drawing on their numeracy skills when solving mathematical problems.
- Improve provision for outdoor learning for Reception children.

Achievement and standards

Grade: 2

The standards reached by Year 2 pupils vary considerably from year to year, but the school's detailed tracking records indicate that, whatever their starting points, pupils generally make good progress. Due to the early identification of individual needs, and effective support, pupils who find learning difficult - who often make up a substantial proportion of the year group - achieve well. Current pupils in Year 2 are on course to reach average standards in reading, due to the emphasis given to the systematic teaching of phonic skills. There is a knock-on effect on writing, and although standards remain below average, they are improving. Despite a whole-school focus on raising achievement in mathematics, and signs of improvement, many pupils lack confidence in using their knowledge of number facts to tackle mathematical problems, and, as a result, standards are generally below average.

Pupils' progress accelerates through Years 3 to 6, and they build well on their prior attainment. Standards have risen steadily in recent years and are now broadly average in English, mathematics and science. In 2008, almost all pupils achieved the expected levels for their age by the end of Year 6. This was no mean feat, given that an above average proportion of the year group had learning difficulties. Over 40% of pupils reached the higher levels in English and science. This was not the case in mathematics, and the school is rightly placing renewed emphasis on ensuring that pupils reach their full potential in this subject.

Personal development and well-being

Grade: 1

Pupils live up to the school's very high expectations of their attitudes, values and behaviour. Their outstanding spiritual, moral, social and cultural development is evident in their obvious concern for one another, their mature attitudes, and the harmonious atmosphere that permeates the school. This owes much to the way in which staff encourage pupils' belief in themselves and their self-esteem. During an outstanding assembly, pupils sang from the heart, bringing real meaning to the words of the song: 'I can do anything at all, I can climb the highest mountain, I can feel the ocean calling wild and free. I can be anything I want, with this hope to drive me onward, if I can just be free.'

Pupils talked knowledgeably and respectfully about the traditions and customs of people of different faiths. They spoke enthusiastically about the value of working and playing alongside children from other countries. Behaviour is exemplary in the playground and in lessons. Pupils are confident and mature. They know they have a role in helping the school to improve, and that their views are valued. For example, pupils were proud to explain how, at their suggestion, pupils around the school routinely try to save electricity and recycle paper. Year 6 pupils take seriously their responsibilities as peer mentors, playground sports leaders, and 'buddies' for Reception children. Pupils are keenly aware of the importance of a healthy diet and exercise.

Quality of provision

Teaching and learning

Grade: 2

Every classroom provides an excellent environment which stimulates and supports pupils' learning. Pupils' enthusiasm for learning is evident in every class. During an outstanding lesson in Year 6, pupils were thoroughly absorbed in their study of the Second World War. Using a wide range of thought-provoking resources, they gained a good understanding of life during the period and used their literacy skills to good effect. Their empathy for soldiers was reflected in their writing, for example 'I will remember my friend's shining eyes glowing in the sun as he fell on the hard ground.'

When setting tasks, teachers explain the success criteria for their learning clearly, so that pupils are able to reflect on their own progress. Supported by displays which provide prompts for review, pupils routinely comment on how well they think they have done, and offer informed and sensitive feedback on one another's work. For example, pupils in Years 4 and 5 offered critical and productive comments on the use of alliteration, similes and metaphors in their classmates' writing. Recognising that most of their pupils learn best through practical activities in mathematics and science, teachers frequently set hands-on work. In a Year 3 and 4 lesson, pupils measured accurately and cut out strips of paper to complete each column of a bar chart, which provided good insights into the pictorial representation of information. In order to promote pupils' progress in mathematics further, the school has rightly identified the need to further develop teachers' skills in increasing opportunities for pupils to apply their number skills when tackling mathematical problems.

A strong feature of the teaching is the way that classwork is set at different levels according to pupils' needs. Learning support assistants play a major role in helping pupils within lessons. They also provide excellent one-to-one support in short sessions where specific gaps in individual pupils' skills and understanding are identified and addressed. Teachers and support staff also

work as an effective team during the daily 'letters and sounds' sessions, where pupils in Reception and Years 1 and 2 are put into small groups with pupils of similar abilities.

Curriculum and other activities

Grade: 1

The curriculum is rich and varied. The school's topic-based approach allows pupils to make meaningful links between different subjects. There are particularly good opportunities for pupils to develop key literacy, numeracy and computer skills through different subjects. This was evident in the responses of pupils to the picture 'Third-Floor Bedroom' by Chris Van Allsburg, which helped them to use this productively as a stimulus for extending their writing. For example, a Year 2 pupil wrote, 'The sun is reflecting and shining on the unit and making it silver.' Year 6 pupils created a narrative, with one, for example, writing 'Peter finally got the nerve to shut the window and be brave...he was sprinting down the stony path...' Both examples illustrate how well the staff provide a stimulating range of activities that develop pupils' confidence and skills to write at higher levels. When learning about symmetry, pupils took photographs of themselves making symmetrical body shapes with their partners. During their recycling project in science, pupils devised and created questionnaires using tables and bullet points.

A wealth of additional activities enrich the curriculum. These include residential visits for pupils in Years 5 and 6, cooking, a wide range of sports and games, musical performances and community activities. Special events, such as the recent 'World of Work' week, provide an additional dimension to learning, and useful insights into business and commerce. Together with their well-developed interpersonal skills, enquiring minds, and levels of independence, these provide a good grounding for their subsequent education and beyond.

Care, guidance and support

Grade: 1

Staff have a high level of commitment to the welfare of the pupils, which encourages them to enjoy and achieve in school. Parents are confident that children are safe and well cared for in school. One parent commented, 'There is a strong bond between all ages, with the older children looking after the younger ones; a sense of responsibility and belonging that comes from good leadership at the top.' Arrangements for safeguarding pupils are robust and the school provides a secure environment in which pupils feel well cared for. The more vulnerable pupils and their families receive highly effective support and, when necessary, the school works closely with other agencies. The school's systems for academic guidance are very well established and give pupils a clear idea of what to aim for next. Using a set of symbols understood by pupils, teachers mark work carefully, praising pupils' achievements and pointing out how they might improve.

Leadership and management

Grade: 1

The outstanding leadership of the headteacher ensures that the rigorous assessment of pupils' achievement has been used successfully to set challenging targets for improvement. In this small school the headteacher has distributed leadership well, and consequently all staff have extra responsibilities. They carry these out willingly and effectively. The school benefits greatly from the work of two teachers who are recognised by the local authority as leading practitioners

in their fields of English and mathematics. Together with the headteacher, they play a pivotal role in driving up standards by monitoring lessons, guiding colleagues and providing excellent role models in the classroom. The school's strong commitment to ensuring that pupils do as well as they can is evident in the extremely good provision for different groups, organised highly effectively by the school's inclusion manager.

The school evaluates its performance realistically. Governors know the school very well. They visit regularly, so they are able to form an accurate view of strengths and weaknesses. Governors are very active in contributing to, and securing the success of, the school's plans for improvement. The headteacher and governors do not shy away from difficult decisions. A drive for high standards permeates the school. Staff seek feedback, and view it in a positive light. Their shared ambition to broaden pupils' horizons, and develop their self esteem and thirst for learning, is evident in the school's day-to-day life.

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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	1

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?	1
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	3
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?	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	2
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	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?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

19 March 2009

Dear Pupils

Inspection of All Saints Church of England Primary School, Winchester, SO23 0PS

Thank you very much for helping me when I visited your school. It was delightful to meet you, and I was very impressed indeed by your excellent behaviour and your friendliness. You are growing up into responsible and confident young people. I was touched by the card the older children gave me as I left. You told me how much you like your school and I am not surprised. All Saints is a good school.

All the adults in school care for you very well, and a special feature of your school is the way that you care for each other too. Your teachers work hard to give you interesting and enjoyable lessons and, when visiting your classrooms, I could see how much you enjoy learning. It was particularly interesting to see how sensibly you think about and comment on how well you have done. One of the keys to learning is knowing the next steps, and your teachers are doing a great job in helping you to identify them. You make good progress at school, and by the time you reach Year 6 you have learned a lot and, overall, reach the standards expected for your age. It is pleasing to note that a good number of pupils do particularly well in English and science. You are trying hard in mathematics, but I agree with your teachers that some of you could do better. You know the importance of learning number bonds and tables, but many of you find it difficult to call on this knowledge when tackling word problems. It is said that 'practice makes perfect', and I am sure that if you continue to persevere, you will be successful.

Your school is led very well indeed by your headteacher, and other teachers are giving her enormous help to make the school even better. For example, they are looking for ways to improve the outdoor area for Reception children, which I agree is rather cramped. Your parents think that this is a really good school, and they are right. As well as interesting lessons, you have lots of clubs, activities and trips that help you to learn other things which make your education even more exciting. Enjoy your time at school, and continue to work hard.

I wish you all the very best for the future.

Yours faithfully

Rob Crompton

Lead Inspector