

All Saints, Church of England School, Kirkby Overblow

Inspection report

Unique Reference Number	121630
Local Authority	North Yorkshire
Inspection number	314061
Inspection date	7 May 2008
Reporting inspector	Les Schubeler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	83
Appropriate authority	The governing body
Chair	Mrs Louise Snowden
Headteacher	Mrs Patricia Shepherd
Date of previous school inspection	1 March 2004
School address	Main Street Kirkby Overblow Harrogate North Yorkshire HG3 1HD
Telephone number	1423 872491
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Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, the curriculum, and the impact of actions taken by the school's leaders and staff to promote pupils' achievement and personal development. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with staff and pupils, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

All Saints is a small school serving a village and the surrounding area. The proportion of pupils who have learning difficulties and/or disabilities is below average. Currently, there are no pupils entitled to free school meals. Almost all pupils are of White British heritage. There are three mixed-age classes in addition to the Reception class. The school has been awarded the Artsmark Gold, the Activemark, the Financial Management Standard and Healthy School status.

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 with some outstanding features. Since the previous inspection it has maintained the above average standards of pupils' work and enabled pupils to continue to achieve well throughout the school. The quality of care and the level of support and guidance that pupils receive are excellent. Pupils with learning difficulties and/or disabilities are supported extremely well and thrive as members of the school community. Parents are overwhelmingly supportive of the work that the school does for their children. They have high respect for, in their words, 'the dynamic and inspirational' headteacher and all the staff. They value the attention that is paid to the development of children as individuals. They say 'We are lucky to have such a fantastic school on our doorstep,' and also, 'All Saints is a lovely, nurturing and inspiring place with 'a warm, friendly environment.'

Pupils' outstanding personal development is strengthened by the caring ethos of the school so that pupils learn in an environment that promotes respect for all. High attendance rates reflect pupils' enjoyment in coming to school. They develop a love of learning because their teachers are 'kind, helpful and patient'. Pupils have an excellent understanding of the importance of healthy lifestyles. They enthusiastically participate in a wide range of physical activities. They speak approvingly of the variety of healthy dining options which most of them eat every day. Through an active school council, pupils make valued contributions to the school community. They are proud of their efforts in acquiring extra playground equipment, for example. There are also good examples of support for the wider community, through participation in charity events and in the local arts festival.

When children enter the Reception class their skills overall match expectations for their age, but their personal and social skills are more highly developed. Standards at the end of Year 2 and Year 6 are consistently above average. Continuity of teaching has been affected by some staffing disruption during the last two years, but the school's leaders have kept a close eye on the situation and taken action to minimise the impact on pupils' achievement. As a consequence of careful and ongoing analysis of results, the school has strengthened its focus on the development of pupils' writing skills. The effectiveness of this can be seen in current standards, which indicate that pupils are on course to reach their challenging targets.

Teaching is good overall and some is outstanding. This leads to pupils genuinely enjoying their lessons. When asked why they like school, several said, 'We enjoy learning things.' Most pupils are aware of their learning targets and say they are incentives for them to work hard. They want to succeed and greatly value the praise they receive. Although there is some very good practice in teachers' marking of pupils' work that reinforces what pupils need to do to improve, there is a lack of consistency across the school. Relationships are excellent, as is the teachers' management of their classes. As a result, behaviour is almost always exemplary. Teachers are well supported by skilled teaching assistants, who make a valuable contribution to pupils' learning and personal development. Pupils learn to work well as part of a group. The promotion of pupils' speaking and listening skills is a consistent strength of the teaching in the school. All this, along with the good progress that pupils make in literacy, numeracy, and information and communication technology (ICT), ensures that they are prepared well for their future lives.

The curriculum is outstanding. It meets the needs of all pupils and encourages them to enjoy school because they are interested and challenged. There is very good coverage of cultures and religions from across the world, contributing well to pupils' spiritual and cultural

development. The school has forged excellent links with members of the local community who use their talents to develop pupils' skills in areas such as art, sewing and French. Some of the pupils' artwork is of outstanding quality. Well thought-out improvements in the school's outdoor provision have enhanced pupils' learning and personal development. The pond and wildlife garden provide opportunities to enrich the curriculum while the tranquillity of the dragon's garden allows pupils moments for quiet reflection. Astute investment in laptops has given pupils greater access to, and more flexibility in the use of, ICT to support their learning. The curriculum is enhanced by an extensive range of clubs and educational visits, which include residential stays at outdoor activity centres and visits to see ballet performed at the theatre.

Care, guidance and support are excellent. Child protection and health and safety procedures are in place. Pupils agree that they feel safe and cared for in school. They are adamant that there is no bullying in the school and are confident that they can turn to an adult if they need help. Pupils with learning difficulties and/or disabilities make good progress because the support they are given is clearly focused on their specific needs. The specialist help given to dyslexic pupils, for example, enables them to achieve well and is greatly valued by parents, who say, 'We cannot fault the support provided by the school.'

Leadership and management are good overall. Governors have a good understanding of the school's performance. They monitor its progress thoroughly and help the school to provide good value for money. Leaders have an extremely accurate picture of the school's strengths and areas for improvement. They are quick to act decisively, as they did to bring about improvement after results in English fell below expected levels in the 2007 national tests. Careful consideration is given to all actions taken and the needs of the pupils are always paramount. Integral to the school's performance is the outstanding leadership of the headteacher under whose crystal-clear direction and guidance the school has continued to develop well. With the headteacher's guidance, the subject leaders for mathematics and English are developing into an effective and cohesive team. They monitor all aspects of their subjects with growing confidence and a common sense of purpose. This is helping to ensure the school's continuing success. The school now makes effective use of assessment information, and tracking and support systems so that an increasingly clear emphasis is placed on the personal and academic progress of individual pupils. Accurate evaluation of the school's actions has resulted in a clear focus for further improvement. Following on from the action taken to remedy any identified shortfalls in provision or standards, there is a good and rapidly improving capacity to take the school further forward.

Effectiveness of the Foundation Stage

Grade: 1

Children receive an excellent start to their education in the Reception class. They are given a very good introduction before they go into Year 1. There is a very good range of indoor and outdoor resources which enables children to play, cooperate with one another and learn independently. The excellent teaching is exciting and stimulating. Parents are highly appreciative of the excellent provision. Their views are encapsulated by the comment that the school 'Completely instills inspiration, discipline and motivates children.' Almost all pupils attain the goals set for children of their age and some reach exceptionally high standards in their language, mathematical and personal and social skills. Teaching assistants, parents and other helpers support the teacher very well. Outstanding leadership and management lead to very effective teamwork with the staff in Years 1 and 2, enabling children to progress easily to a more structured approach to learning when they leave the Reception class.

What the school should do to improve further

- Ensure consistency in teachers' marking so that all pupils understand what they need to do to improve their work.

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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 effectiveness of the Foundation Stage	1
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?	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
How well 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	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?	1
How well are learners cared for, guided and supported?	1

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	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 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

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

Inspection of All Saints, Church of England School, Kirkby Overblow, Harrogate, HG3 1HD

Thank you for the warm welcome you gave to me when I visited your school recently. I would like to thank you for being so courteous and friendly. I enjoyed talking to you and listening to your views about the school. I spent much time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. I came to the conclusion that All Saints is a good school with some outstanding features.

I think your teachers and teaching assistants care for you and look after you extremely well. This helps to keep you safe and healthy. You told me that the main advantage of being in a small school was that everyone knows everyone else, and it was very pleasing to see that you get on so well with one another and with all the adults who work with you.

What impressed me most was your enthusiasm for everything to do with the school: 'fun' lessons, 'kind, helpful teachers', all of the different activities that are arranged for you and visits out of school. I was not surprised to learn from the older pupils that as the time approaches, they will be sorry to leave All Saints. On the other hand, I was impressed by their maturity in saying that they are looking forward to new challenges.

I think that you are making good progress in your lessons because you are taught well. However, I have asked your teachers to ensure that all of you have your books marked in such a way that you understand clearly how to make your work better.

I am sure that you will carry on enjoying school and continue to make sure that the school's good reputation is well deserved. Most of all, I hope that you will continue to work hard and help all the staff to make All Saints an even better school in the future.