

All Saints Primary School

Inspection report

Unique Reference Number	122799
Local Authority	Nottinghamshire
Inspection number	314405
Inspection date	4 June 2008
Reporting inspector	Roger Brown

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	82
Appropriate authority	The governing body
Chair	Rev Derek Hollis
Headteacher	Mrs Lesley Molyneux
Date of previous school inspection	24 June 2003
School address	Top Street Elston Newark Nottinghamshire NG23 5NP
Telephone number	01636 525324
Fax number	01636 525279

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than the average sized school. Almost all of the pupils are from White British backgrounds, with a very small number from different cultural and ethnic backgrounds. A smaller than average number of pupils is entitled to free school meals. The proportion of children who need additional support is in line with that found nationally. The average level of attainment for children starting at the school is usually in line with national expectations in most respects.

The school has awards for Healthy Schools status and sports Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. It has been through many changes since the last inspection, and for a time, standards at the school fell. However, thanks to the hard work and dedication of the staff, the standards have started to rise again and are once more in line with the national average. Pupils' personal development and well-being are good. Pupils enjoy coming to school, are keen to learn and behave well in lessons and around the school. They and their parents value the school's welcoming and caring atmosphere, and as one parent noted; 'Standards at the school have risen markedly in the last 18 months.'

The leadership at the school recognised the issues that led to the pupils' low achievements and took action to address these. As a result, the rate of pupils' learning has accelerated and their achievements are satisfactory. There is a clear sense of purpose in the school and staff are focused on the need to continue to raise standards. A key factor in this improvement has been the implementation of systems for regularly checking pupils' progress. While most pupils, including those who need extra support with their learning, are making headway, their progress is still satisfactory because it is not yet consistent across all subjects and key stages at the school. There is an upward trend in standards across the school, but there are still marked variations between year groups. Pupils in the current Year 2 have achieved standards in the end of Key Stage 1 teacher assessments that are at least in line with the national average in all areas. They have made particularly good progress in mathematics. Standards at the end of Year 6 are broadly average, but notably higher in reading, where pupils make especially good progress.

Teaching and learning are satisfactory. Relationships between staff and pupils are good, lessons are managed well and interactive whiteboards used effectively to support pupils' learning. At times, teachers do not always plan work to fully challenge the broad range of ages and ability in each class, or make best use of what pupils know and can do to target the next steps in learning. The school's curriculum is satisfactory. Links between subjects are starting to be developed. A good range of sporting activities is available, supporting pupils' good understanding of healthy lifestyles. Pupils work well together and develop a satisfactory range of skills in preparation for the next stage of their education. Care, support and guidance are satisfactory. The school has good arrangements for safeguarding pupils and staff know their pupils well.

The effectiveness of leadership and management is satisfactory. The headteacher's drive to raise achievement is clearly having an impact. Governors receive regular reports from the headteacher and are aware of the school's strengths and shortcomings. However, although the school evaluates the information it has available, this process is not yet sufficiently targeted to ensure that individual pupils make steady and regular progress in their skills, knowledge and understanding. Given the staff's success in raising achievement from a low point, but recognising there is still some way to go, the school has a satisfactory capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children are given a good start in Reception and are taught well. They make good progress so that most exceed the levels expected for their age in all areas of their learning by the time they enter Year 1. The strong focus on the children's personal development helps them to settle and feel secure in school. The children clearly enjoy working in the classroom, reflecting the

way the adults work as an effective team. The classroom and the outdoor space are stimulating environments that support all areas of learning and children's progress is monitored well. The children are encouraged to be independent, but the small numbers involved mean that the Reception children are currently working alongside Year 1 pupils. This restricts their ability to make choices over the activities they can undertake.

What the school should do to improve further

- Raise achievement in English, mathematics and science so that pupils succeed in all aspects of the subjects equally well.
- Ensure an appropriate level of challenge for pupils in all lessons.
- Use assessment information to set criteria which will allow the staff to target individual pupils' progress more effectively.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In the past two years, overall standards at the end of Year 2 had dropped to below those expected, but this year standards are now at least in line in all areas and above in mathematics. This has raised pupils' achievements, and their progress, although not yet consistent, is satisfactory overall. In 2006, overall standards at the end of Year 6 had fallen below those expected. There were some improvements in 2007. The current teacher assessments and work in pupils' books indicates that there is more improvement this year. Much has been achieved to iron out the variations between year groups and subjects, but the picture is not yet a wholly consistent one. Pupils achieve above expected levels in reading, but other aspects are still in line, meaning that their overall achievement is satisfactory.

Personal development and well-being

Grade: 2

Pupils enjoy school, which they feel has a caring, family atmosphere. Their attendance is good and most pupils behave sensibly and considerately towards each other, reflecting the school's Christian ethos. Pupils say there is no bullying although they know who to turn to if any occurs. Pupils know the importance of adopting healthy lifestyles and demonstrate their commitment to this by their involvement in a wide range of after school sporting activities and the good take-up of lunches. The school council is making a positive contribution to the school. However, its main significance is in the opportunities it gives pupils to develop important inter-personal skills. These are extended in Year 6 when pupils are selected to be prefects. Pupils' spiritual, moral and social development is good. Their cultural development is progressing satisfactorily, as they take opportunities to promote their understanding of the diverse society in which we live.

Quality of provision

Teaching and learning

Grade: 3

Although some teaching is good, its impact on pupils' progress is satisfactory. This is due to gaps in learning from previous years and inconsistency of practice in lessons. Pupils get off to a good start because teachers make the purpose of learning clear and revisit objectives regularly. Their subject knowledge is good and computer-based learning is motivating pupils. The tasks that pupils are set in their mixed ability and mixed age groups do not, however, regularly enough offer the challenge that they should, and this restricts the rate of progress.

Curriculum and other activities

Grade: 3

The curriculum offers appropriate provision for pupils of all abilities. It is developing and offering more opportunities for creative learning. Timetables show growing links across subjects, which make lessons more interesting and allows for greater breadth to learning. This also gives pupils opportunities to practise their literacy, numeracy and information and communications technology (ICT) skills in a variety of different contexts. Pupils who find learning difficult get satisfactory support. A relevant personal, social and health education programme contributes strongly to pupils' good personal development. Pupils enjoy a satisfactory range of after school activities, with sporting activities being well represented.

Care, guidance and support

Grade: 3

The pastoral care and support the school provides are good. There are strong links with other agencies, including the churches and other local schools. Pupils know how to stay safe and are confident to turn to an adult for help, where needed. Academic guidance is satisfactory, but is not sufficiently focused on developing each pupil's achievements in a consistent manner. The school has an effective policy for marking of pupils' work, but teachers' written comments do not always point pupils to what they have to do to achieve the next step in their learning. The arrangements for identifying pupils who need support, or for those who are able, gifted and talented are satisfactory. Nevertheless, parents and children are very positive about the constructive way that the staff promote equality of opportunity for all.

Leadership and management

Grade: 3

The headteacher has not been afraid to take decisive action or tough decisions. She gets good support from the staff, who broadly understand where the school's strengths and weaknesses lie. This information is shared with governors, who monitor and support the school's work satisfactorily. The school's development plan identifies the most important issues facing the school and provides for these to be addressed. However, there has been insufficient time between the issues being identified and then tackled for the improvements to have become fully embedded. Staff do not yet assess the outcomes in all subjects; this means for instance, that pupils' progress in ICT is not measured, and where good practice exists, as in ICT, it is not always shared across the whole 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?	3
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

5 June 2008

Dear Children,

Inspection of All Saints Primary School, Elston, Newark NG23 5NP

Thank you for being so friendly when we visited your school. I would like to share with you what we found when I spent time in your lessons and talked with you and your teachers.

We enjoyed visiting your school and were very pleased to see how well you get on together and delighted to hear how you enjoy coming to school. I particularly enjoyed the story and poems in the Reception/Year 1 class. I thought you had some great ideas. No wonder you get such a good start to school. I was also impressed with Year 6 and the work you were doing in the ICT lesson. I do hope you will share your skills with the other classes.

We think you go to a satisfactory school, and as many of your parents pointed out, we could see that the standards are improving. Nevertheless, we have asked your teachers to continue to work on raising your achievements across the subjects of English, mathematics and science. We could see that Year 2 are becoming good mathematicians, and that Year 6 are good readers, but we would now like to see you all become as successful in all the different aspects of these subjects.

When we watched your lessons and looked at your work, we could see that your teachers and teaching assistants work really hard to help you to learn. Even so, we have asked your teachers to work out some new ways to make sure that you are all really involved in your work and pushed to do your very best.

Whilst discussing your achievements with your teachers, we could see that they have some great ideas and good systems to help you to progress with your work. To make these even better, we have asked them to try to find ways in which they can focus on the way that each one of you progresses with your work. That way, we believe your achievements will become even higher and more consistent.

Thank you once again for your warm welcome.

All the best for the future.

Yours sincerely,

Roger Brown Lead inspector