

# All Saints Harworth CofE (Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	122804
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314408
<b>Inspection dates</b>	9–10 April 2008
<b>Reporting inspector</b>	Mike Best

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Gibbings
<b>Headteacher</b>	Ms Kerry-Louise Clowes
<b>Date of previous school inspection</b>	17 November 2003
<b>School address</b>	Scrooby Road Harworth Doncaster South Yorkshire DN11 8JT
<b>Telephone number</b>	01302 742 477
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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 primary school. It serves a mix of privately owned and rented homes in the village and surrounding area. The school is oversubscribed and the number of pupils joining other than in the Foundation Stage is much lower than in other schools. Most pupils are from White British backgrounds. Although the proportion of pupils eligible for free school meals is below average, this is increasing. The proportion of pupils identified as having difficulties with learning is below average.

The current headteacher was acting headteacher at the time of the previous inspection and there have been a number of changes in staffing since then. The school roll is rising as the result of an increase in its planned admission number and further building work is planned to provide extra teaching accommodation.

## 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 and improving school that is striving for excellence. This is particularly evident in the outstanding quality of its care, support and guidance for pupils, which results in their first-class personal development and well-being. Pupils' behaviour in and out of lessons is exemplary, and their thorough enjoyment of school is reflected in their excellent contribution to all aspects of school life and above average attendance. Parents speak highly of the encouragement and support the school provides, particularly in promoting pupils' confidence as learners and in preparing them well for the next stage of their education. Pupils have a good understanding of the importance of keeping healthy and an excellent appreciation of how to stay safe.

In the past, despite their good start in the Foundation Stage, pupils have made uneven progress as they moved through the school. The development and implementation, particularly since the start of this school year, of rigorous tracking systems to monitor the progress of individual pupils and take prompt action has been central to addressing this issue. Nearly all pupils are now making at least the expected progress, with a significant number making rapid progress as they make good gaps in learning from previous years. There are three important contributory factors to this. The school is making robust use of the information it gathers, about what pupils know and can do, to plan for their differing needs; managers actively monitor the quality of teaching and learning; and staff are fully accountable for pupils' progress. As a result, overall standards are above average at the end of Year 6. Achievement is good and pupils are on track to meet their challenging targets. However, although the gap is closing, the proportion of pupils reaching the higher levels in writing is still lower than in other subjects.

The school's curriculum plans incorporate the latest approaches for teaching literacy and numeracy, and provide a perceptive approach to planning. Overall, the school provides an outstanding range of curricular and other opportunities which provide a solid foundation for pupils' all-round development. Teaching and learning are good. There are notable strengths, particularly the working relationships between staff and pupils and the use of information and communication technology (ICT) to support learning. Lessons are generally well planned, with pupils clear about what they are learning and what they need to do to improve. Lesson introductions, in which pupils are active participants, are crisp and brisk. However, pupils sometimes struggle when working independently, particularly if there are gaps in their prior learning or if the task is too difficult.

The driving force behind the school's good improvement since the last inspection is the headteacher who, with the full support and active participation of staff and governors, provides outstandingly clear direction for the school's development. Leadership and management are good. Improved analysis of pupils' progress is helping the school to set itself challenging targets that are clearly focused on raising standards. Staff and governors regularly monitor the school's progress towards these targets. They are increasingly measuring this in terms of the impact on pupils' achievement but, on occasions, their overview of the success of the school's programme of development is insufficiently evaluative. The school's capacity for further improvement is good and it provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

When they start in the Nursery class, children's skills and experiences are generally similar to those expected for their age. Children quickly settle into routines and confidently take part in the well-planned and organised activities provided. The transition to full-time education in the Reception class is seamless and children continue to make good progress because they are well taught and enjoy their learning. Staff have expertly introduced new materials for teaching children sounds and letters and this is successfully improving their early reading and writing skills. School records show that children are well on course to meet the early learning goals and some are likely to exceed them.

Staff in the Foundation Stage work well as a team. Their good understanding of how young children learn helps them to plan a varied and interesting range of activities using a good range of equipment. The provision is well managed and the arrangements for checking children's progress in lessons and over time are good. At present, children's access to the outside area is limited but this is to be addressed by building alterations later in the year.

### What the school should do to improve further

- Raise achievement in English by providing stimulating opportunities for pupils to write for a range of different purposes.
- Ensure that teaching consistently meets the needs of all pupils so that they make the best possible progress, especially when they are working independently.

## Achievement and standards

### Grade: 2

In the 2007 teacher assessments at the end of Year 2, standards were broadly average. Although standards in writing improved compared with 2006, those in reading and mathematics were lower. Over time, standards at the end of Year 2 have varied from broadly average to above average. Standards of work in the current Year 2 are above average.

In the tests at the end of Year 6 in 2007, standards in mathematics and science were well above average with significantly high proportions of pupils gaining the higher levels. In English, results were also well above average. However, the proportion of pupils gaining the higher levels was lower than in mathematics and science due to the results in writing being lower than in reading. Pupils nonetheless achieved well overall as the result of high quality teaching in Year 6. In 2007, boys reached higher standards than girls, but evidence indicates that differences in both standards and achievement are not significant. Pupils who need extra help with their learning achieve well.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They develop excellent relationships with each other and with their teachers. Pupils of all ages quickly gain confidence and are extremely keen to take responsibility for enterprising activities, such as fund-raising for the school and outside charities. Most make good, healthy choices about what they eat and regularly participate in sporting activities. Pupils work hard during lessons, readily help each other and listen carefully to instructions. School council representatives are proud of their

responsibilities and take a leading role in organising assemblies and contributing to school improvement. Pupils participate regularly in a broad range of local community activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils are confident and keen to learn. Teaching plans typically identify different activities for pupils who learn at different rates and both teachers and teaching assistants provide good support for learners, giving clear explanations and carefully checking pupils' understanding. Challenging questions, especially for the higher achievers, encourage pupils to think about their work although, occasionally, too much use is made of questions directed at individual pupils, encouraging others to stop volunteering to answer.

Pupils generally settle quickly, whether working independently or in small groups. However, the pace slows where the steps in learning are not small enough, often because of gaps in pupils' prior learning. Staff are imaginative in finding ways to accelerate pupils' progress. For example, the introduction of daily diaries is increasing pupils' capacity to write at length and with greater accuracy, and the use of video clips successfully sparks pupils' creative thinking, resulting in high quality work.

### **Curriculum and other activities**

#### **Grade: 1**

The school places great importance on meeting the needs and aspirations of all groups of pupils. The provision for pupils' personal, social and health education and citizenship is outstanding. Throughout the school, there is a strong focus on using resources and activities to provide pupils with first-hand experiences through which to learn. Good cross-curricular links are established between different subjects, particularly in literacy, numeracy and ICT. Individual education plans, which are regularly reviewed, support pupils who need extra help with learning. There is an excellent range of enrichment activities including many imaginative extra-curricular clubs, regular visitors and trips to places of educational interest.

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

#### **Grade: 1**

The school's strong emphasis on nurturing and developing each individual pupil to help them towards their full potential is much valued by parents. The staff work as a dedicated team, highly committed to developing pupils' confidence and independence skills and this has a very strong impact on their personal development. The procedures for safeguarding children are rigorous and risk assessments are robust, and the school works diligently to discourage parents from taking their children on term-time holidays. Pupils feel very safe and happy in school because they have total trust in the adults and confidently turn to them when problems occur. Pupils who need extra help with their learning receive good support in classrooms from skilled teaching assistants. Teachers set challenging targets and, through discussion and marking, provide pupils with good and well-focused guidance on how to achieve them.

## Leadership and management

### Grade: 2

The strong sense of purpose among staff is particularly reflected in the way that they support each other in developing the curriculum and in improving the quality of teaching and learning. Appropriate training supports the recent changes in subject leadership. A regular programme of monitoring planning, pupils' work and classroom practice is becoming embedded and supports ongoing improvement. Performance management for teachers is well established and focuses effectively on raising standards.

The governing body is well led and very supportive of the school. Governors are well informed about its work through regular reports and the school is actively exploring ways in which governors who are not able to visit the school during the day can have first-hand evidence to inform their decisions. The school works closely with parents and outside agencies to support pupils. The involvement of pupils through the school council cements the school's partnership with the wider community. The school's good reputation in the area is well deserved.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### 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 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	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	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

<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.

## Annex A

**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 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

11 April 2008

Dear Children

Inspection of All Saints CofE (Aided) Primary School, Harworth, DN11 8JT

Thank you very much for making us so welcome when we visited your school last week. We really enjoyed hearing from you about all the exciting things that you do both in lessons and at other times. We were very impressed with the way in which you all took part in the assembly led by your school council - it is great that you are taking such an active part in helping to improve the school. We think your behaviour in lessons and around the school is outstanding and we are particularly impressed by how well you get on with each other and with adults.

The staff take excellent care of you and give you lots of support to help you do well. Teaching is good and you are keen to learn. We are pleased to see that the good start you make in the Foundation Stage now continues in every class. This is because Ms Clowes and the staff regularly check up on how well you are doing and use this information to help plan their lessons. They provide you with a super range of activities both in classes and after school to help you learn and develop into thoughtful, confident and interesting people.

With Ms Clowes as headteacher, and with the hard work and support of the staff and governors, your school is improving well. There are two things in particular that we think will help speed this up. First, we want your teachers to help you improve the standard of your writing so that it is closer to what you already achieve in reading, mathematics and science. You can help them by continuing to keep your diaries and finding really exciting things to say and write when, for example, your teachers use video clips to give you ideas - we saw some splendid work on 'The Pianist' in Class 5. Second, we want your teachers to make sure that, when you are working on your own or in groups, the activities they give you are challenging but not too difficult for you to complete successfully. You can help them by listening carefully to what they say, trying hard and asking for help if you do not understand.

Keep working hard and enjoying school.

Yours truly

Mike Best

Lead inspector