

# All Saints CE VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	124761
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	315047
<b>Inspection dates</b>	15–16 November 2007
<b>Reporting inspector</b>	Roger Brown

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>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoffrey Jaggard
<b>Headteacher</b>	Mrs Jane Eccleston
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Vicarage Road Newmarket Suffolk CB8 8JE
<b>Telephone number</b>	01638 662835
<b>Fax number</b>	01638 560306

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<b>Age group</b>	4–9
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

All Saints is a smaller than average sized school, serving the town of Newmarket and outlying areas. Most pupils are of White British heritage. A small proportion of pupils from different minority ethnic backgrounds use English as their second language. The area around the school has pockets of social disadvantage. The proportion of pupils entitled to free school meals is above average, as is the number of pupils with learning difficulties and/or disabilities. Children start school with levels of attainment that are broadly in line with national expectations. The school has been awarded Investors in People status and has achieved the Artsmark Gold standard.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. As one parent commented, 'The school has a lovely atmosphere; children are happy and eager to learn.' This is typical of parents' views. The school prides itself on being accessible to all, whatever their background or needs. It has had outstanding success in taking in pupils who have struggled elsewhere, enabling them to adapt successfully and achieve academically and in their social development.

Pupils throughout school achieve well. For the last five years, pupils' results at the end of Key Stage 1 have been above the national average in reading, writing and mathematics. Standards in the first two years of Key Stage 2 are also above average. There is good progress in all aspects, but pupils' progress in writing is particularly good. The school caters very effectively for pupils with a wide range of abilities and needs. In some year groups, almost half the pupils have learning difficulties and/or disabilities, yet they still make good progress relative to their starting points. Pupils that are more able also progress well and a small number of these pupils achieve standards that are well above the expectations for their age.

Teaching is good throughout the school and highly effective support staff make a significant contribution to pupils' learning. The school has worked hard to expand and enliven the curriculum for all age groups. However, a lack of suitable space and facilities restricts the outdoor curriculum for children in the Foundation Stage. The school has made a considerable investment in information communication technology (ICT) and this is used to support pupils' work in all subject areas. That said, the subject of ICT lacks an effective system for teachers to assess pupils' development of knowledge and skills. Consequently, pupils' skills in ICT develop unevenly and this does not guarantee that they make steady progress.

The school environment is safe because staff and pupils care for the school and each other very well. Older pupils help to care for the younger pupils and in doing gain a good understanding of being part of a community. The school is working towards the Healthy Schools Award, and is thoughtfully developing pupils understanding of healthy lifestyles. The pupils have a good literacy, numeracy and personal skills that equip them well for their next stage of education. The school also works with the Young Enterprise Scheme to give pupils useful insights into the wider world.

The school's leadership is well informed and decisive. Governors monitor the school carefully and are fully involved in decision making. The headteacher has a very detailed knowledge of the pupils' achievements from devising an effective system to track their progress. This is shared with the teachers, but it is difficult for information on pupils' progress to be transferred efficiently from year to year. It is also difficult for teachers to analyse the progress of different groups, or pick out long-term trends and patterns. Nevertheless, the leadership knows the strengths and weaknesses of the school well. The evaluation of its performance in the self-evaluation is very accurate and perceptive, giving the school a good capacity to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. Children begin school in the Reception year. There is excellent liaison between the school and the private, on-site childcare provider. For instance, going swimming with pupils in Year 4 helps to build children's confidence in readiness for

starting school and gives them a good introduction to school routines. Children start the Foundation Stage with a level of development that is broadly in line with national expectations. By the time they transfer into Year 1, they have made good progress and have achieved standards slightly above those expected nationally. Despite three changes of teacher over the past two years, the school's high quality support staff have sustained the good relationships with and between the children. Teaching is effective because the progress of each child is carefully monitored and their achievements provide evidence for planning the next steps in their learning. Children with learning difficulties have their needs quickly addressed. As a result, these children make good progress. However, outdoor space is very limited and, even though good use is made of the shared indoor space, opportunities for children to develop the full range of skills are restricted.

### **What the school should do to improve further**

- Develop effective assessment procedures for ICT that accurately measure pupils' progress and inform the planning of ICT teaching.
- Improve the systems for monitoring pupils' performance so that teachers can track and analyse data on pupils' progress more efficiently.
- Improve the outdoor provision for the Foundation Stage.

### **Achievement and standards**

#### **Grade: 2**

Standards are above average across the school and pupils' achievements are consistently good, not just in English, mathematics and science, but also in art and design and physical education. Standards by the end of Key Stage 1 are consistently above those found nationally in reading, writing and mathematics. Good progress continues into the first two years of Key Stage 2. Standards in writing seen during the inspection confirm that pupils consistently outperform similar pupils nationally. The achievement of all pupils, whatever their background or starting point, is good. The fact that pupils know their targets for English and mathematics and know what they have to do to achieve them makes a significant contribution to their good progress. Targets, although varied according to pupils' capabilities, are set at ambitious levels, but pupils are determined to achieve them.

### **Personal development and well-being**

#### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. To support pupils' spiritual development, the school has adopted a reflective story-telling programme that encourages pupils to think about what they do and the impact they have on themselves and others. Everybody welcomes newcomers whatever their background. There have been some notable successes with pupils who start school speaking no English, or who have learning difficulties and/or behaviour problems. There are good opportunities for pupils to talk about issues, and lots of practice and practical help in working together. The school is seeking the Healthy Schools Award and is using every opportunity to get important messages across to the pupils. The school is safe; pupils play an active role in this, for instance, Year 4 pupils run a road safety committee. Pupils are very happy to be at school, they behave well and are keen to share and help in taking care of the school environment and each other. Pupils' attendance is satisfactory. It is close to the national average but the school still has to make stringent efforts to ensure that pupils attend regularly and on time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching and learning is based on teacher's wide range of knowledge, skills and experience. They use these well in promoting pupils' progress and managing their behaviour. Good questioning techniques in lessons encourage pupils to answer teachers thoughtfully, and to ask their own questions with confidence. Teachers plan lessons that are imaginative and fun. As a result, pupils' enjoyment of learning is good and they are well engaged, especially when using the interactive whiteboards. As pupils' interest in learning is so effectively stimulated, they respond well to teacher's high expectations and the challenging work they are set. Teachers use the information they have gained from their assessments in planning their lessons to help them set targets so that pupils know what they have to do to improve. However, this is not yet possible in ICT because pupils' learning is less structured.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. The development of pupils' writing is a particular strength, and there are no significant weaknesses in any aspect of literacy or numeracy. Pupils' activities are planned effectively. They capture their interest, as well as developing skills, knowledge and understanding effectively in subjects like art and design and physical education. Pupils with learning difficulties have well organised individual education plans and these help them to make good progress. The school's enhanced ICT provision is starting to support pupils' progress in other areas of the curriculum. However, the limited assessment in the subject means the development of pupils' skills in this subject is uneven. The curriculum is enriched well with a wide-ranging programme of visits and events including an annual residential visit that promote enjoyment in learning. Good links with the local community and with neighbouring schools broaden pupils' horizons and promote personal development effectively.

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

#### **Grade: 2**

Care, guidance and support are good. High quality care is provided for all pupils. The school helps all pupils to settle happily and to thrive. Pupils have great confidence in the staff and levels of inclusion are excellent. Several parents wrote to say how delighted they are at the way their children have been welcomed into the school from other settings. Support for looked after children is particularly noteworthy. The arrangements to support and guide pupils, as they move up through the school and onto their next school are equally good.

Procedures for the safeguarding of pupils are good and fully meet current requirements. All staff have had recent training on child protection and the practice and guidance in the school are effective. Academic guidance is developing well because the school's work on setting targets for pupils has improved. Older pupils get a clear understanding about their performance and know what they need to do to improve, but these procedures are not yet fully established throughout school.

## Leadership and management

### Grade: 2

Leadership is good and the school is managed effectively. An outstanding feature of the school is the openness and care seen in all aspects of its work and reflecting a strong Christian ethos. The teamwork of the staff is strong; everybody works hard and pulls together very effectively. Governors are conscientious and, as a result of their formal and informal visits, are knowledgeable about the school. The school has a clear picture of what works and what needs to be improved, although systems for tracking pupils' progress are time-consuming and not easy to transfer throughout school. Nevertheless, the development plan provides a strategic direction for the school. It ensures that improving pupils' standards, achievement and personal development remains central to the school's work. Arrangements for monitoring the work of the school are thorough, well documented and have a good impact on improving teaching and learning. Improvement since the previous inspection has been effective and strong partnerships with a wide range of schools and other agencies give the school a good capacity to improve further.





## 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?	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	3
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	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

<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	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	1
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**

19 November 2007

Dear Children,

Inspection of All Saints CE VA Primary School, Newmarket, Suffolk CB8 8JE

Thank you for being so friendly when I visited your school. I really enjoyed my visit and would like to share with you what I thought about your school.

You go to a good school. I was impressed by the way that everybody gets on in your school. I noticed that it does not matter who you are, or where you come from, but everybody is welcomed and you all take very good care of each other in your school.

You too play your part in making All Saints a good school. I was particularly impressed with the many jobs Year 4 do. You carry these out well. I could also see that there is a lot for you to do, both in your lessons, on visits and in the clubs and activities you attend. I was impressed to see that the standard of your work is improving. It was clear to me that you try hard with your work. However, I noticed that even though you have the exciting new ICT equipment, and you use it well, your teachers do not yet have a system to check what you already know and can do using ICT. I have asked them to find ways of assessing your ICT work that helps you progress more quickly.

I have also asked your teachers to find an effective way to track and analyse the progress you are making. I know that they have lots of information about what you are doing, but there is so much paperwork that it is not easy to pass on details to other teachers or even to find the answers to questions quickly.

Finally, even though I know it will not be easy, I have asked Mrs Eccleston and the governors to investigate to see if they can create a bigger outdoor space for the Reception class.

All the best for the future.

Roger Brown