

All Saints VA CofE Primary School

Inspection report

Unique Reference Number	126389
Local Authority	Wiltshire
Inspection number	315526
Inspection dates	11–12 June 2008
Reporting inspector	Martin Kerly

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	167
Appropriate authority	The governing body
Chair	Colin Cruickshanks
Headteacher	Hayley Humphris
Date of previous school inspection	11 October 2004
School address	High Street Netheravon Salisbury SP4 9PJ
Telephone number	01980 670339
Fax number	01980 670056

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 average. Numbers are rising after a recent decline. The school reduced to six classes two years ago and is set to return to seven classes from September 2008. The pupils are taught in six classes, mainly in single year groups. Most pupils come from Netheravon and the surrounding rural area, with just over one third from nearby army camps. The proportion of pupils moving in and out of the school, mainly from service families, is much higher than is usual. Almost all pupils are White British and speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is average. After a period of stability, there have been substantial changes of staffing in the last two years, including the headteacher and assistant headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school is improving. It has a number of good features and a few aspects that need further improvement. A major strength of the school is the good quality of care, guidance and support given to all pupils. This is especially important given the number of pupils who join the school at various times of the year. The school is quick to help them settle in and make them feel part of the school community. This contributes to the good personal development and well-being of all pupils, which begins with the youngest children in the Foundation Stage and builds throughout the school. Pupils clearly enjoy their time in school and are enthusiastic about all the varied activities. Almost all parents appreciate these qualities. One whose children recently joined, reflected the feelings of several others by writing, 'Both my children are happier here'. Other parents referred to 'being listened to' and 'the friendly, caring atmosphere'. The headteacher has introduced improved systems for checking the performance of the school, and these provide the school with an accurate view of all aspects of its work and what needs to be done. This has led to substantial improvements in the last year and the school is well placed to improve further.

There are elements of good teaching across the school, but the quality of teaching and learning is satisfactory rather than good because frequently pupils are not fully challenged or extended in all lessons, the pace is sometimes slow and some pupils, particularly those who are more able, are not learning as much as they could. This applies equally to the classes with more than one age group and those with a single year group. It leads to overall satisfactory achievement by pupils and broadly average standards by the time pupils leave school, being higher in science and weaker in writing. Progress in writing has been slower though for most it is satisfactory overall. The school recognise that some pupils' speaking and listening skills and vocabulary are limiting their writing. It is determined to improve this, and standards in writing are beginning to rise. One reason for this improvement is the increasingly stimulating range of experiences within the good curriculum, helping ensure a clear purpose for the writing and that pupils have something interesting to write about, for example when replying to a letter received in the Year 2 class from an alien during 'Space Week'. The wide range of enriching experiences beyond the classroom, including an extensive programme of visits, special events and clubs after school, strengthens the curriculum further.

Despite a number of good features, leadership and management are satisfactory because leaders have not yet been able to secure consistently good teaching across the school. The headteacher has a clear vision for the school and, together with colleagues and governors, has produced a detailed plan for raising achievement and improving provision. Other leaders are increasingly involved in sharing leadership responsibilities but some lack confidence and experience in carrying out their roles and are not entirely clear about the expectations of those roles.

Effectiveness of the Foundation Stage

Grade: 3

A sensitive induction programme helps children settle into the Foundation Stage quickly and with minimum anxiety. Their attainment on entry is varied but is broadly in line with national expectations for their age. The children are well cared for during lessons and throughout the school day. They make good progress in personal development, with many exceeding the national average. They learn to play well together and share equipment and move confidently around their classroom and the school. In other areas of learning, they make satisfactory gains

and standards are broadly average by the end of the year. Staff provide a broad range of activities in and out of doors that covers all aspects of the curriculum, but too many of these are set up by the adults. As a result, children have relatively few opportunities to make independent choices in their play.

What the school should do to improve further

- Improve the quality of teaching and learning by consistently demonstrating high expectations of pupils and ensuring lessons have good pace.
- Increase the rate of progress in writing by providing more opportunities for role-play, drama and talking about what they are going to write.
- Clarify roles and responsibilities of all leaders and provide a systematic programme of training to support them as they take on increased responsibilities.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards are average in national assessments. Most pupils attain standards expected for their age but few exceed these, particularly in writing, some finding it hard to explain what it is they wish to write or to think of good words to use. Pupils achieve well in science, responding well to the good teaching in this subject, which often involves them in practical and investigative activities, and they frequently attain standards above the national average. Pupils with learning difficulties and/or disabilities make good progress because the school identifies their needs early and targets extra help from teachers and teaching assistants. Many of these pupils manage to make up previous gaps in learning by the time they leave. A significant proportion of pupils of all abilities, mainly children of service families, join the school part way through the year. The school works effectively to minimise any disruptions to their learning brought about by a change of school. Nevertheless, some of these pupils have made less progress by the end of their primary years than might have been expected. The school is using its improved information from assessments to set realistic but challenging long-term targets and most pupils are on track to attain them. By the time they leave the school, pupils have a satisfactory level of skills, including in the use of computers, needed for the next stage of education and adult life.

Personal development and well-being

Grade: 2

Pupils develop positive attitudes towards learning and their attendance is good. They behave well and are polite and thoughtful towards staff and other pupils. Pupils new to the school are made to feel special and quickly make friends. All aspects of their spiritual, moral, social and cultural development are good. Pupils were particularly animated when reflecting about how they felt when singing recently in Salisbury Cathedral. They all benefit from the diverse experiences of those who have lived elsewhere and travelled extensively. School council members take their roles seriously and keenly contribute to the life of the school community. Pupils particularly enjoy helping younger children within a 'buddy' scheme and raising money for charities. Pupils are confident about how to look after themselves and feel very safe in school. They are confident about the way the school handles any problems. Pupils know about the importance of a healthy diet, although some find chocolate hard to resist at playtime. They keenly participate in sporting and physical activities. The school has recently received Healthy Schools and Activemark awards in recognition of its good work in these aspects.

Quality of provision

Teaching and learning

Grade: 3

Although teaching overall is satisfactory, there are many good features. All teachers establish good relationships with the pupils and manage behaviour well, establishing a purposeful working atmosphere in lessons. They are good at sharing with pupils exactly what it is they are going to learn, and frequently provide interesting activities that motivate their class. Although work set is often at different levels, especially in mathematics, it is not always matched closely enough to the pupils' abilities. In too many lessons, pupils are not fully stretched, either repeating tasks previously covered or waiting before they move on. At times, the pace slows in lessons, with some pupils becoming passive. On occasions, teachers rely too much on volunteers during class question-and-answer sessions, with too few probing questions directed at specific pupils to challenge them. This also restricts the opportunities to practise their speaking skills needed to support writing. Teachers mark pupils' work regularly and frequently, and provide helpful comments about how it could be improved. Most classrooms also contain vibrant displays and useful prompts and key vocabulary related to the topics being studied. These contribute well to pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum is enhanced by new initiatives and national guidance that collectively provide the pupils with a good range of experiences. It is broad and balanced and includes the use of imaginative materials to promote pupils' personal development. There is a strong commitment to physical education and all pupils from Year 2 to Year 6 learn French. Links with schools in France, Romania and The Gambia enrich pupils' understanding of global diversity. Pupils and their parents value the wide range of extra clubs, visits and special events. Themed weeks, such as the Space Week, contribute to the good links made between subjects, such as when the pupil astronauts practise scientific enquiry skills when investigating rock samples on a new planet. The curriculum is adapted well to meet the needs of pupils with learning difficulties but there is less specific provision for the gifted and talented pupils.

Care, guidance and support

Grade: 2

A high emphasis is placed upon the level of care and support offered to pupils. A clear behaviour policy is understood by pupils and implemented consistently which creates a calm and purposeful atmosphere in school. Parents trust the school to take care of their children, and pupils say that an adult will always help. All statutory requirements relating to safeguarding are met and training programmes are fully implemented. Pupils with learning difficulties and/or disabilities are managed and cared for sensitively and effectively. New pupils are quickly inducted into school routines and initial assessments are carried out which help them to make progress. Good tracking systems support the developing strategies for academic guidance, although some pupils are not sufficiently challenged in all their work. There are effective partnerships with other schools to ensure smooth transition when pupils leave in Year 6.

Leadership and management

Grade: 3

The headteacher leads the school well. On taking up her post, she identified those areas in need of improvement and established a shared view amongst the staff about ways to improve. One parent summed up the views of several by referring to 'the vision and drive of the headteacher for pushing the school on'. The headteacher has established an effective programme to monitor the performance of all aspects of the school and implements this effectively, in particular the analysis of progress by all pupils and monitoring the quality of lessons. These provide her with a very accurate view of the school. The staff are readily embracing a number of new initiatives, including the way pupils are helped to assess their own learning and the setting of challenging targets for each pupil, and these are improving pupils' progress. All leaders are taking on greater leadership roles but a few remain unclear about the precise expectations of their roles, are cautious about judging practice across the school and need further training and support to boost their confidence. The new chair of governors works closely with the headteacher and has introduced several improved ways of working that have strengthened the governors' overall effectiveness and ways it intends to hold the school to account for its actions.

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	3
The capacity to make any necessary improvements	2

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

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	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	3
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

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

18 June 2008

Dear Pupils

Inspection of All Saints Church of England VA Primary School, Salisbury SP4 9PJ

Thank you for making us feel so welcome when we recently visited your school. We enjoyed talking with you and seeing some of your work. Yours is a satisfactory school. There are several things that are already good and others that are improving. There are also a few that need to improve. Here are some of the highlights we found.

- You behave well in lessons and around the school, and take good care of each other.
- You work hard in lessons and make progress, especially when you are doing practical things like experiments and investigations in science. You are good at working together in small groups, for example when examining rock samples.
- Your teachers plan lots of interesting activities for you, such as the Space Week, and visits to interesting places, special events and lots of clubs. We know you really like these, as indeed you like school.
- Everyone who works at the school takes good care of you and makes sure you are safe. We were pleased to find that you know this and that you feel confident there is always someone at hand if you have a problem.
- Your headteacher has lots of ideas about how to improve the school and all the staff are keen to get involved in these.

Even though the school is improving, we have asked the headteacher, staff and governors to work together on three things to make it even better.

- Make sure that teachers always set you work that stretches you and find ways of involving you all throughout lessons.
- Help you to make more progress with your writing, particularly through thinking about more opportunities for you to talk through what it is you are going to write.
- Support all the leaders so that they are clear about all the bits of their work and feel comfortable about how to carry them out.

Many of you help out around the school with various jobs, such as being buddies, and we are sure you will want to do all you can to help the school continue to improve.

Yours sincerely,

Martin Kerly Lead Inspector

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Lead Inspector