

All Saints CofE (VA) Primary School, Leek Wootton

Inspection report

Unique Reference Number	130976
Local Authority	Warwickshire
Inspection number	315688
Inspection date	7 November 2007
Reporting inspector	Alison Grainger

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	123
Appropriate authority	The governing body
Chair	Sally Ellis
Headteacher	Sue Patterson
Date of previous school inspection	10 November 2003
School address	Warwick Road Leek Wootton Warwick CV35 7QR
Telephone number	01926 400498
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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: the quality of provision in the Foundation Stage; the effectiveness of teaching in Years 1 to 6; and the influence of all levels of leadership and management on the outcomes for pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

The school serves the immediate area of mainly owner-occupied houses and also draws pupils from further afield. Most pupils are White British and just over a tenth of pupils are from minority ethnic backgrounds. No pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below average. Taking the intake as a whole, children's attainment is above the level expected when they enter the Reception Year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an exceptionally effective school. It is held in high regard by parents and the local community. As one parent said, reflecting the views of many, 'An outstanding school in every aspect. I could not ask for my child to be at a better school.' Pupils too judge the school to be excellent. A member of the school council said that pupils 'really like the friendly atmosphere and coming to school to learn because teachers are enthusiastic and make classrooms into fun places to be.'

The school is highly successful in providing pupils with an exciting and stimulating education that develops them academically and as well-rounded young people. Children get off to a strong start in the Reception Year because the provision for them is good. Parents are delighted with how well their children settle in and straight away make good progress. By the time they reach the end of Year 6, pupils' achievement in relation to their starting points and capabilities is outstanding. The school's results in the national tests in the core subjects of English, mathematics and science have been maintained at an exceptionally high level in recent years.

Pupils excel in subjects other than just the core ones. Throughout the school, many vibrant displays celebrate pupils' successes in art and show the depth of their knowledge and understanding in subjects such as geography and history. One pupil beamed with pride as she spoke about opportunities to do well in learning a musical instrument. Pupils are enthusiastic about sport too and succeed in local music and sporting events.

It is not only the opportunity to excel across the range of their school work that prepares pupils extremely well for their future lives but also the development of their personal qualities. The school aims to help pupils to 'develop as lifelong citizens in their own and the wider community, able to respect the values and beliefs of others'. Pupils' personal development and well-being are outstanding. Behaviour is excellent, the attendance rate is high and pupils arrive at school punctually in the mornings. Pupils know a huge amount about how to keep fit, healthy and safe. They are pleased that the school lunches are now much healthier than in the past. They are sure that they are safe at school and point out how, at their request, there are now two adults instead of one on duty outdoors at play times. This change in arrangements for supervising pupils when not in lessons is just one example of the very high level of care and support provided. It also illustrates that this is a school in which pupils' views really matter. It is no wonder that pupils enjoy school so much.

The school is racially harmonious, reflecting its achievement of a local authority race equality award, and pupils are outward looking. They know that they have many advantages in life and they also recognise the importance of helping others less fortunate than themselves. Pupils do a tremendous amount to raise funds for charities and also make an exceptional contribution to their school community. They diligently carry out the many responsibilities they have, for example as members of the school council, as peer mediators who help to ensure relationships are positive and as peer mentors who teach others. Spiritual, moral, social and cultural development is exceptional and is securely underpinned by the school's Christian ethos.

One parent accurately summed up the reason for the school's success when she commented, 'The headteacher and teachers are approachable, friendly and have the well-being and education of the children well and truly at heart.' Staff strive hard to ensure that teaching meets the needs of all pupils. Almost all teaching is at least good, and much is outstanding, particularly for the older pupils. Teachers clearly identify what pupils need to learn next and have high

expectations of them. The curriculum is exceptionally well matched to pupils' needs. It is broad and well enriched by visits, visitors and clubs. Pupils experience exciting 'sleepovers' with games and activities such as barbecues as well as residential visits. They benefit tremendously from 'Super Learning Days' as part of work with the University of the First Age when issues such as healthy eating are explored in depth. They also have opportunities to study modules of the Children's University.

The headteacher, staff and governors make an outstandingly good team. They are sharply focused on improving provision and there is no complacency whatsoever. As one parent observed, the headteacher 'has great enthusiasm and drive which ensures developments happen'. Another rightly described the headteacher as 'dedicated, devoted, passionate and caring, going beyond the course of duty'. In their quest to make sure that pupils do even better, the team of subject leaders has recognised that pupils need more opportunities to take initiative and be involved in discussion in lessons. They correctly see this as a means of raising the level of pupils' independence as learners, to match that in other aspects of school life. The school has moved on very well since its previous inspection. It has outstanding capacity to maintain and build on its very substantial strengths.

Effectiveness of the Foundation Stage

Grade: 2

'The settling-in process has been brilliant,' said one parent, and another commented that her child in Reception 'already enjoys her school work very much'. It is in the Reception Year that the foundations for pupils' later successes are securely laid through good teaching and an imaginative curriculum. Full use is made of the indoor and outdoor areas to provide children with a good balance of adult-led activities and those that they choose for themselves. However, there are some occasions when opportunities are missed to actively involve children more during adult-led large group sessions. Children already have excellent behaviour and positive attitudes to learning. As a result of the good provision, children not only sustain their good attainment on entry but they move on well, particularly in writing, mathematics and knowledge and understanding of the world. By the time they transfer to Year 1, almost all children reach the standards expected for their age and a good proportion exceed these standards in all areas of learning.

What the school should do to improve further

- Increase opportunities for pupils to take initiative and to be involved in discussion in lessons.

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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?	1
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	2
The capacity to make any necessary improvements	2

Achievement and standards

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

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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1
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	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you for helping me when I visited your school. I enjoyed talking with you and finding out about the many exciting opportunities you have for learning. Members of the school council told me your views of school and said that you think the school is outstanding. I agree, yours is an exceptionally good school in which you make excellent progress. Your school also does a tremendous amount to support your personal development and well-being. You are well prepared for your future lives.

The reason why you do so well is that that the teaching and curriculum are exceptional. What amazing opportunities you have to learn through activities in addition to your usual lessons! You are so lucky to have visits, visitors, clubs, 'sleepovers', residential trips, 'Super Learning Days' and modules of the Children's University to study. And I know that this is not all! The list of opportunities you have is too long to include here.

Your behaviour is excellent and your attendance rate is very high. Well done! You also make a very important contribution to the school community through your responsibilities. You play an active part in the wider community through events with other schools and links with the church. The lady who runs the 'Young at Heart' club told me about how you are actively involved with them. I saw the photographs of the older children visiting Worcester with the 'Young at Heart' club members. You do a lot to help others less fortunate than yourselves too, such as by raising funds for charities and giving shoeboxes for Operation Christmas.

All the adults in your school – the headteacher, staff and governors – keep working hard to make the school even better for you. I know how much you and your parents appreciate this and everything that they already do. To help your school to become even better, I have asked the teachers to increase the opportunities you have to take initiative and be involved in discussion during your lessons.

Thank you once again. I really enjoyed my visit. Keep doing your best in everything!