

All Saints' CE VA Junior and Infant School

Inspection report

Unique Reference Number	107569
Local Authority	Calderdale
Inspection number	324597
Inspection date	22 January 2009
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	204
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Whittaker
Headteacher	Mr D Warbick
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dudwell Lane Halifax West Yorkshire HX3 0SD
Telephone number	01422 367140
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage (EYFS). The following issues were inspected: the quality of teaching and learning, how well the leadership contributes to community cohesion and the features of the leadership and management that result in consistent high standards at the end of Year 6. The inspectors gathered information from lesson observations, examination of pupils' work, responses to parental questionnaires, interviews with staff, pupils and governors and scrutiny of documents. Other aspects of the school's work were not investigated in detail. The inspectors found evidence that the school's own assessments, as given in its self-evaluation, were modest, and so inspection judgements have been included where appropriate in the report.

Description of the school

This is an average sized primary school. The socio-economic circumstances of the area are more favourable than average. A well below average proportion of pupils are eligible for free school meals. Most pupils are of White British ethnic background with a small proportion of pupils of Asian ethnic backgrounds. No pupils are at an early stage of learning English as an additional language. A below average proportion of pupils have learning difficulties and/or disabilities. The school is an Investor in Pupils and an Investor in People. It has gained Activemark and Healthy School awards. During the past academic year there have been major refurbishments of the school including the building of new accommodation for the Early Years Foundation Stage (EYFS). The new EYFS block was completed in mid October 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

All Saints' provides an outstanding education for its pupils. It meets its motto exceptionally well 'to provide pupils with a foundation for life by delivering a high quality education'. The strengths in all aspects of its work provide it with superb capacity to continue to improve. Pupils' achievement is outstanding. Key strengths also include the exceptional care, guidance and support for pupils and their outstanding personal development, including pupils' spiritual, moral, social and cultural awareness. First-rate leadership by the headteacher, deputy headteacher, governors and other staff have ensured that the school has moved forward since its last inspection. Previously high standards by the end of Year 6 have been improved upon. The school is held in high esteem within the community and by most parents. 'An excellent school with a very good staff providing a great all round education', is a typical parental comment.

Pupils enter Year 1 with skills and knowledge higher than those typical of pupils of this age. They make fast progress in Years 1 and 2 and by the end of Year 2, standards are exceptionally high. The rate of progress continues to be swift in Years 3 to 6. By the end of Year 6, standards in the national tests are consistently exceptionally high. Extremely challenging targets are met. The school's assessment information shows that in 2008 all Year 6 pupils reached the nationally expected standard (Level 4) in English and almost all in mathematics and science. A high proportion of pupils reached the higher level (Level 5) in English, mathematics and science. The standards and progress of those from minority ethnic backgrounds matches those of White British pupils. Pupils with learning difficulties and/or disabilities make similar progress to other pupils.

The quality of teaching and learning is outstanding as is the curriculum. Pupils enthuse about how teachers make learning interesting. As Year 6 pupils stated confidently, 'Teachers make potentially boring work very interesting', and, 'the headteacher and teachers are more like friends than teachers'. Lessons are planned very carefully to meet the needs of all pupils. Relationships between pupils and adults are superb. Throughout the school there is consistency of effective teaching approaches, and learning builds upon an exciting curriculum. Adult helpers and visitors successfully support teaching. For example, a visitor dressed as a Viking developed pupils' understanding of Viking artefacts extremely well. This highly motivated and challenged pupils to investigate and discuss their ideas with others. Pupils' exemplary behaviour and attitudes to learning help lessons to move at a speedy pace. Information and communication technology (ICT) is used most productively to assist learning. For example, a photograph on the interactive whiteboard was used superbly to develop pupils' ideas. Stimulating questioning teased out pupils' ideas to assist their writing about Robin Hood. In all classes, the marking of pupils' work celebrates their efforts as well as clearly suggesting areas for improvement. Year 6 pupils talk excitedly about the help they receive from staff and are fully aware of their targets and what they must do to reach them.

The strong emphasis of the leadership, including governors, on serving the local community results in excellent equality of opportunity for all groups of pupils. The school's admission policy encourages all local children to attend the school irrespective of their religious or cultural background. A wide range of clubs are enthusiastically attended by pupils after school. A Saturday club boosts learning of older pupils at All Saints' and from other schools. These aspects of the school's work reflect its outstanding commitment to equality and the way it values and celebrates diversity.

The school is broadening its approach to community cohesion, which is promoted well. The governors have recently appointed an extended services coordinator who is actively gathering information of the needs of the local community and opportunities for involvement. Already, there are improved communications with parents and links with other local providers are developing rapidly. The curriculum ensures pupils gain a deep awareness of the different cultures and religions within the locality. For example, a teaching assistant of Indian ethnic background helped pupils to gain a better understanding of the Hindu festival of Diwali. Regular visits to church and the high profile of religious education help pupils to develop their awareness of Christianity. A visit to a mosque gave pupils an insight into Islamic beliefs. Links with schools' abroad and the geography curriculum add to pupils' understanding of similarities and differences between life in Britain compared to other countries. For example, an Internet site was used highly successfully with the youngest pupils to look at the local area using aerial photographs and then to zoom over to South West Kenya to compare locations. This was then followed by the reading and discussion of a story about a Kenyan child.

Governors, senior leaders and staff work extremely well together as a cohesive team to maintain the extremely high standards at the school as well as to seek out ways to improve further the provision. Together, they ensure safeguarding procedures meet government requirements. Highly successful initiatives have resulted in major improvements to the premises. Visionary initiatives in ICT are moving the school forward extremely positively to develop independent learning following the recent purchase of hand held laptop computers for all pupils in Years 3 to 6. The headteacher and deputy headteacher work very well with all staff. A strong team approach to school improvement results in consistency of practice. There has been little movement of staff to or from the school in recent years. However, there have been changes in the management of the school following the opening of the EYFS unit. Some roles and responsibilities of leaders require review to ensure continued success and to take account of the changes of management structures.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children have a good start to schooling. They achieve well because of good teaching. Children enter the Reception Year from a wide range of pre-school providers. Overall, their starting point is above that typical of children of this age. Effective induction procedures help children to settle quickly into school routines. As a result, they make good progress in personal, social and emotional development and in the other areas of learning. Children with learning difficulties and/or disabilities are appropriately identified and their needs met well. Children from minority ethnic backgrounds make similar progress to other children. Parents are actively involved in their children's learning. Standards by the end of Reception are higher than those normally seen and children are well prepared for the early stages of the National Curriculum on entry to Year 1.

There is a purposeful working atmosphere in the EYFS. Sufficient time allocations are given to group and individual tuition as well as opportunities for children to find out things for themselves both independently or with other children. Outdoor education is developing well, following the improvements to the accommodation. Parents appreciate the first-rate care for their children's welfare.

The EYFS is led and managed well. The provision for EYFS is now good following the replacement of the previous inadequate accommodation. The EYFS unit is a bright, well resourced area with a good sized outdoor area which provides ample opportunities for children to consolidate and

extend indoor learning as well as to initiate new learning. The recent changes in the leadership and management of EYFS are effective in practice. However, the changed management roles and responsibilities are still to be clearly defined to ensure continued improvement.

What the school should do to improve further

- Define in more detail the roles and responsibilities of the leadership team to help to maintain the continued success of the school and the rate of improvement in the EYFS.

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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?	2
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2
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 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

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 eliminated	1
How well does the school contribute to community cohesion?	2
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**

The inspection team really enjoyed the day we spent with you. Yours is an outstanding school. This is because it is run extremely well by the headteacher, the deputy headteacher, other staff and governors. The headteacher and deputy headteacher work very well with other staff. Teaching and learning is first-rate and builds on a superb curriculum. As a result, you make extremely fast progress in your learning. There has been little movement of staff to or from your school in recent years. However, there have been recent changes in the management of the school following the opening of the EYFS unit. So I have asked the school to provide staff with greater details of what they need to do to ensure the schools' continued success.

In Early Years Foundation Stage (EYFS), the youngest children have a good start to schooling. In Years 1 to 6 you progress really well and the standards reached by the time you leave the school are exceptionally high. The recently opened EYFS building has improved the accommodation for the youngest children. The refurbishment of the rest of the school has improved the accommodation for all of you.

I was very impressed by your excellent behaviour. At all times you were polite and courteous. You enjoy learning and appreciate all the school provides. You get on exceptionally well with each other and the staff. The school ensures that all pupils are treated equally well. The school serves your local area well and provides you with a deepening awareness of local, national and international communities, including major world faiths.

Parents are pleased with the education experiences you have at the school and the care provided for you. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.