

All Saints Church of England Primary School

Inspection report

Unique Reference Number	113426
Local Authority	Devon
Inspection number	325817
Inspection date	8 July 2009
Reporting inspector	Alex Baxter

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)	119
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	Graham Watts
Headteacher	Christine Hollidge
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	All Saints Axminster EX13 7LX
Telephone number	01297 32761
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the consistency of provision in meeting pupils' differing needs, including those of the above average number entering the school other than at the normal time of entry
- the effectiveness of leaders and managers in sustaining pupils' consistent progress through the school
- the degree to which teachers use assessment and targets to secure improvement for individuals and groups of pupils.

Evidence was gathered from observations of lessons, assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors 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

This school is below average in size. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. The proportion of pupils with learning difficulties and/or disabilities is broadly average overall, but is much higher than this in some year groups. Most pupils are from White British backgrounds. The number of pupils who join or leave the school other than at the usual times is above that normally expected. The school holds Activemark and Healthy School awards.

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 is an outstanding school. It has a very inclusive ethos where all pupils have an equal opportunity to develop in the broadest sense and to reach their full potential. During conversation, pupils and staff alike readily refer to the school's five values of 'Peace, Love, Truth, Righteousness and Respect'. All of these are evident in the pupils' superb personal development and well-being, especially their exemplary attitudes and 'can do' approach to learning, evident in all classrooms. Overall standards are high and pupils' achievement is outstanding.

Excellent leadership and management are underpinned by the work of an extremely experienced and capable headteacher and by committed and talented governors and staff colleagues. Together they implement excellent procedures for monitoring and evaluating the school. These include, for example, the very thorough analysis of assessment data to ensure that all pupils make very good progress. Overall, the school promotes community cohesion well. The international community is addressed well through cross-curricular studies and charitable contributions. The school welcomes visitors from minority groups, but recognises that promoting the national dimension of community to a level that matches its strong place in the local community is work in progress. Leaders and managers sustain high quality teaching, curricular learning opportunities and care, guidance and support for the pupils through a rigorous monitoring programme. As a result, all pupils, in relation to their differing starting points and abilities, achieve equally successfully, both academically and personally.

The school's strong educational direction is evident in the improvements made since the last inspection, not only, for example, in transforming and greatly enhancing accommodation, facilities and learning resources, but also in ensuring that these are used to best effect in accelerating pupils' progress and improving pupils' skills. The excellent deployment and use of staff, including a significant number of very skilled learning support assistants, reflects the school's strong consideration of 'best value'. The school has done particularly well to sustain a momentum of improvement and to achieve an outstanding quality of education for the pupils during a period of disruption due to the upgrading of the school's accommodation and facilities. These accomplishments, in difficult circumstances, also demonstrate an excellent capacity to improve into the future.

Most parents are quick to appreciate the work of the school and typical comments included, 'I have had four children through the school and I have had great support for all of them from start to finish. Great school' and 'The school has a lovely ethos and tries to do the extras where money permits.' However, a few parents expressed disagreement with the school's response to budgetary constraints, formation of class age groups and communications with parents. Inspectors are mindful of these concerns and note the challenges, especially in small schools, that variation in budgets and pupil numbers often bring. Inspectors judge the school's 'open-door' policy, newsletters and 'Every Child Matters' survey of parents' views to be clear examples of its good communication with parents. The school's measured approaches to financial management and to forming classes are very effective in promoting pupils' achievement. Inspectors also welcome the stated desire of all parties that the pupils' excellent attitudes and enjoyment of school should be sustained.

All pupils, across a wide range of abilities, including an above average proportion admitted later than the normal time of entry, achieve extremely well academically. Consequently, standards

are well above average by the end of Year 6 in reading, science, information and communication technology and in speaking and listening. However, standards are above average in writing and mathematics in the current Year 6 because there is more than the usual number of pupils who find learning difficult. A strengthened emphasis on writing and problem-solving skills in mathematics has brought significant improvement. As a result, more pupils are attaining higher than expected standards in these aspects throughout the school. The school works closely with parents and outside agencies and as a result, pupils with learning difficulties and/or disabilities also achieve extremely well. By the time they leave, many pupils show good skills in the expressive arts and become accomplished and confident in undertaking research and in presenting their findings on a computer.

In response to excellent care and safeguarding of pupils' welfare, pupil's behaviour, attitudes to learning and relationships are outstanding. Pupils really enjoy school, attend well, adopt very safe lifestyles and contribute fully to the community. They say, 'This is a very happy school with good values.' The pupils' excellent consideration of others was evident at break time, for example, when an inspector observed one pupil in need of companionship moving towards, but not reaching, the 'Buddy Bench' because other caring pupils spotted the need and provided the necessary friendship. Pupils' ideas are valued and acted upon, for example, in setting up recycling facilities. As a result, pupils are passionate about undertaking several responsibilities and supporting other pupils at playtimes, for instance, by organising 'Huff and Puff' play equipment. The contributions of the school council are also worthy of note in contributing to charities and in helping pupils to develop workplace skills. For example, school councillors have their own allocated budget, which is closely monitored by a diligent pupil treasurer. These personal skills, in combination with their excellent academic achievement, prepare them extremely well for the future.

Teachers plan their lessons and use questioning very effectively to build systematically on the pupils' previous experience. The teachers and their assistants give the pupils close individual attention and, for example, make very best use of the much-improved information and communication technology resources to enthuse pupils. On occasion, in the Early Years Foundation Stage, staff do not place enough emphasis on developing learning from the children's chosen activities and this limits their interest and independence. The teachers give exemplary academic guidance, both orally and when marking pupils' work. They involve pupils beneficially in setting and reaching challenging targets for improvement. The pupils welcome this, readily recall their targets, and explain the purpose of their work. Their oral and written responses clearly show that they know what they have to do to improve. The school enriches pupils' learning further through an excellent range of clubs and visits. These make powerful contributions to the pupils' enjoyment and excellent adoption of healthy lifestyles.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Recent and significant improvements have now created outstanding accommodation and facilities for children in the Early Years Foundation Stage. The provision is well led and organised and there is a clear emphasis on boosting children's social and emotional development, alongside their communication skills. Over the past year, the children's knowledge and understanding of the world have also been targeted successfully, including, for example, within the class 'Garden Centre' role-play area. Teaching and planning are good and are informed by accurate assessments of the children's progress. As a group, from starting points which are typically just below those expected of children of this age, most children are on course to reach the levels of skills normally

expected. This shows that children's achievement is good. Generally, both indoors and outdoors, there is a suitable and improving balance of adult-led activities and those chosen by the children themselves. However, at times, adults are too focused on leading learning activities and do not spend enough time developing and supporting new learning from the children's own choices and ideas. As a result, the benefits of children initiating learning for themselves, by building on their own interests, are constrained at times. Even so, children's learning and welfare are supported by exemplary care, guidance and support from all staff. Together, they keep children safe and promote very good links with parents and the local pre-school, which help to promote the children's confidence and enjoyment of school.

What the school should do to improve further

- Provide more opportunities for children in the Early Years Foundation Stage to choose and develop their own learning in order to develop their independence and enhance their progress.

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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 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	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	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**

9 July 2009

Dear Pupils

Inspection of All Saints C of E Primary School, Axminster, EX13 7LX

Thank you so much for the very warm welcome you gave the inspection team when we came to visit your school recently. We enjoyed every minute of our time with you. A special thank you to those pupils who came and talked to us about their work and told us about all the wonderful things you are involved in. We were very impressed by many things, but especially by your excellent attitudes to school. I am pleased to say that we agree with you, and with most of your parents, that All Saints is an outstanding school.

These are the other main things we found.

- You make excellent progress because the teachers make sure that your work is neither too easy nor too hard, and that learning is interesting and often fun.
- Your behaviour and the way you contribute to and participate in the excellent range of practical learning activities are exemplary.
- You feel safe and live very healthily because you receive excellent care and support from all the adults who work in the school.
- Your headteacher, staff and governors work very hard to provide you with the best education possible.

Even though you go to an outstanding school, your headteacher, governors and staff still want the school to get better. This is also evident in the way you and your parents are asked for ideas. To bring about even more improvement, we have asked your headteacher, staff and governors to:

- ensure that children in Reception have more opportunities and support in learning by choosing activities for themselves.

Thank you for helping us with the inspection. We hope that you carry on enjoying your learning and helping each other as much as you do.

Good wishes for the future

Alex Baxter

Lead inspector