

All Saints Church of England Primary School and Nursery Unit

Inspection report

Unique Reference Number	121998
Local Authority	Northamptonshire
Inspection number	327619
Inspection date	14 November 2008
Reporting inspector	Rajinder Harrison

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	230
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	Chris Haynes
Headteacher	L Hall
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Castle Street Wellingborough NN8 1LS
Telephone number	01933 225888
Fax number	01933 225888

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

the rate of progress for pupils through each key stage and in each core subject

the quality of teaching and of the curriculum in each key stage

the quality and effectiveness of the school's assessment and target setting procedures

the effectiveness of leadership and management, particularly by the governors and subject leaders, in monitoring the school's performance and securing improvements in provision and pupil attainment.

Evidence was gathered from visits to lessons, sampling pupils' work, discussion with pupils, staff and governors, and scrutiny of the school's documentation and assessment information and inspection questionnaires returned by parents. 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 form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger-than-average size primary school. The school has, in its Early Years Foundation Stage (EYFS), a Nursery Unit to accommodate up to 26 children part time in addition to the Reception class. While the majority of pupils are of White British origin, an above average proportion represent a diverse range of minority ethnic backgrounds. A small number of these pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is average, as is the proportion with a statement of special educational need. These pupils' needs cover a wide range but are mainly speech and language, dyslexia and behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Under the headteacher's good leadership and management, and with effective support from all staff and governors, pupils receive a good education and their personal development is outstanding. Parents are overwhelmingly supportive, typically commenting, 'My child really loves it here; it is a very happy and caring school; staff work hard to help children make good progress and welcome the help parents can provide; the school is very well led; links with the community are excellent.'

The school's contribution to community cohesion is outstanding. A strong sense of harmony prevails in the rich mixture of cultures and traditions represented in the school's population. As a result, pupils of all backgrounds feel safe and valued. Their good attendance and outstanding behaviour reflect their high level of enthusiasm for school and their love of learning. They are very clear about, and comfortable with, everyday routines and the high expectations placed on them to behave well and try their best. Because of the excellent relationships they form, pupils know they can go to staff if they are worried or upset. They show great kindness and consideration to others. Playground 'buddies' and older pupils see it as their duty to look after younger ones and to befriend those who feel upset or hurt. School council members confidently represent their classmates when organising social activities. Pupils have an excellent understanding of the local and wider world community and of the need to help others. They raise funds for many charities at home and abroad and are involved in recycling and other community projects. Very many enthusiastically represent their school, for example, in singing at public concerts and at church. Pupils have an excellent understanding of what constitutes a healthy lifestyle and what they need to do to remain safe. One Year 1 pupil explained very confidently that 'eating fruit gives you vitamins and you need lots of exercise to keep you healthy'. The many clubs on offer give pupils excellent opportunities to socialise with others and gain confidence when trying new ventures. By the time they leave the school, they are very mature, sensible young people well prepared for the future.

Children in the Nursery Unit and Reception class achieve well because provision is good. Effective procedures are in place to identify the individual needs of all pupils throughout the school and every child receives the help they need to achieve well. At the end of the EYFS, most children attain above average levels in all but their writing. Progress continues to be good in Years 1 to 6 because teaching is good. The results of the Year 2 teacher assessments in 2008 show that pupils attained above average standards in reading, writing and mathematics. In Year 6, pupils are working at above average levels in English, mathematics and science. The increased focus on writing and mathematics has seen a rise in standards this year. Standards are not as high as at the time of the last inspection, largely because of pupils' lower starting points on entry to the school since that time. The school now has more pupils new to speaking English or with other specific learning difficulties that limit the levels that they attain, particularly by Year 2, because they have not had enough time in school to develop their basic skills. Overall, these pupils achieve well through the good support they receive from well-trained support staff and volunteer helpers, including bilingual speakers who guide pupils using their home language. High achieving pupils are challenged well. For example, those identified as gifted and talented work with higher age groups if appropriate, and pupils in Year 6 work on extended projects led by staff from the secondary school.

Teaching is good throughout the school and some is outstanding. Improved assessment procedures provide teachers with detailed information about the progress of individual pupils

and highlight where pupils are exceeding their targets or falling behind. Additional support addresses any areas of concern promptly. The school also identifies year groups where significant numbers of pupils need additional support so that teachers modify curriculum plans accordingly. Personalising learning in this way ensures pupils receive the right level of challenge to achieve well. Teachers involve pupils well in lively question-and-answer sessions and pupils respond enthusiastically. Their response is even better when they explore and discover things for themselves. Progress is not as good when, occasionally, teachers spend too long directing pupils to complete set tasks. This limits the opportunities for pupils, especially the more able, to explore and apply their knowledge and skills independently when facing new learning. The good curriculum provides a variety of exciting activities to interest all ages and abilities. Recent improvements include adopting themes and topics to engage pupils' interest but it is too early to measure the impact of these changes on pupils' performance. An extensive range of additional activities, visits, visitors, special projects, for example, through the school's very comprehensive international links and thought-provoking assemblies, enrich the curriculum very effectively, particularly in supporting pupils' personal development.

Care, support and guidance arrangements are good. Pastoral care is outstanding. Systems and procedures to protect pupils are secure and robust. Teaching assistants know the pupils well and offer good individual support. Outstanding relationships with parents and outside agencies ensure pupils receive the support they need to achieve their best. Teachers work closely with pupils to identify relevant individual targets. Pupils understand these targets well but the targets do not always relate to the levels expected for their age or ability or explain to pupils what they need to do to progress. While some marking is of high quality, the practice is inconsistent in explaining to pupils why their work is good or how they might improve it.

Leadership and management are good. The leadership team, strongly led by the headteacher, involves all staff and governors in strategic planning. The headteacher has driven extensive improvements in the curriculum, resources and accommodation since the last inspection. The school uses its tracking and assessment data to set challenging targets and subject leaders ensure these targets are realised in every class. They carry out regular monitoring of teaching and take prompt action to support teachers where necessary. Effective teamwork throughout is a strength of the school. Governors now monitor the school's performance well and check that agreed priorities are achieved successfully. Excellent links with the local community and schools both at home and abroad show that the school strives to provide pupils with excellent opportunities to develop valuable citizenship skills. The school enjoys a high standing within the community. Despite the lower starting points of some of its pupils, and an increased number of pupils new to learning English, the school has maintained above average standards. A rise in the standards pupils attained this year shows that leaders have good capacity to improve the school further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start in the Nursery Unit with knowledge and skills that are generally at the levels expected for their age. Their literacy skills are often less secure, particularly as a few speak little or no English. Arrangements to support these children are good. Staff manage their needs sensitively and recruit the help of community members to assist children in their learning and settling into a cultural environment that is unfamiliar to them. Welfare arrangements are outstanding. Children are extremely happy and confident because adults pay considerable attention to their well-being. Most work happily with others and respond enthusiastically.

Liaison with parents is excellent and staff show parents how they can help their children learn at home. Parents are confident they can discuss any concerns with staff because 'everyone is so approachable' and praise the school for helping their children settle so quickly.

Good teaching helps children achieve well and attain above average standards at the end of the EYFS. Children enjoy the many imaginative activities that staff plan. Staff make excellent use of the spaces inside and out for children to explore freely. Developing children's language and literacy skills is a priority and they are guided sensitively to these activities even if they find them challenging. Independent tasks are balanced carefully with those that staff direct. Occasionally, independent tasks present insufficient challenge for the more able, who often achieve more when working with adults. Staff assess children closely by watching and talking to them about their work. Assessments identify early those children who need additional support. While these assessments are thorough, data are occasionally not consistent between the Nursery and the Reception classes. Good leadership is reflected in the way staff plan, teach and review children's progress together.

What the school should do to improve further

- Increase the opportunities pupils have to explore and work more independently when tackling new learning.
- Provide pupils with targets that relate to their age and ability more accurately and with the guidance they need to improve their work and achieve more.

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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?	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?	1
The capacity to make any necessary improvements	2

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?	1
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?	2
The standards ¹ 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/or disabilities make progress	2

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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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**

17 November 2008

Dear Pupils

Inspection of All Saints C of E Primary School and Nursery Unit, Wellingborough NN8 1LS

Thank you for welcoming us to your school. We enjoyed our visit very much and this letter is to tell you some important things we found out while we were with you.

You go to a good school. We liked these things best.

- You make a good start in the Nursery Unit because everyone looks after you so well and you have exciting and interesting things to do and play with.
- Your behaviour is outstanding. You are very kind to others and really care for people in other parts of the world.
- You get on really well with each other and so many of you help around the school, for example, those of you who are older look after the little ones.
- You have an excellent understanding of how to stay safe, fit and healthy, and many of you choose healthy snacks like fruit because 'it gives you vitamins'.
- You work hard and do well in your work. If any of you need extra help with your work, teachers make sure this happens.
- All adults in the school make sure you are well looked after.
- Your teachers listen carefully to what you have to say and prepare interesting lessons. Teachers and all the other helpers support you well with your work.
- The curriculum, that is, all the things that your teachers plan for you to do, including lessons, school clubs, visits and the many community events you take part in, like singing in the choir, is good and you learn many interesting things.
- Your headteacher and other people who help to run your school do a good job in making sure you are prepared well for the future.

Every school, even one as good as yours, has things that could be better. We have asked the school to give you lots more opportunities to work on projects by yourselves so that you achieve even more. In addition, we want teachers to give you targets that match your age and ability and help you reach these targets by showing you what you need to do to improve your work.

With very best wishes for your future success.

Yours sincerely

Rajinder Harrison

Lead inspector