

All Saints CofE Junior School

Inspection report

Unique Reference Number	109991
Local Authority	Windsor and Maidenhead
Inspection number	337417
Inspection dates	19–20 May 2010
Reporting inspector	Christine Pollitt

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Dr Roger Brugge
Headteacher	Bridget McLeod
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by three additional inspectors. They saw 27 lessons taught by 10 teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work and looked at documents including the school development plan, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires from 99 pupils, 16 staff and 90 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of pupils' progress, and in particular the achievement of higher attaining pupils, to determine whether teaching is sufficiently challenging
- the checks made by leaders and managers to improve pupils' achievement and the quality of teaching and learning
- the effectiveness of strategies to improve girls' progress
- the promotion of an understanding of the diversity of cultures beyond the immediate location.

Information about the school

All Saints is a two-form entry junior school. The majority of pupils move from the local feeder infant school. Over half of the pupils are from minority ethnic groups, mainly Pakistani or Indian. The proportion of pupils who are at the early stages of learning to speak English is above average. The proportion of pupils with special educational needs and/or disabilities is well above average. These pupils have a range of difficulties relating to moderate learning problems, behavioural, social and emotional needs and speech and language difficulties. The school has several awards, including Activemark and Artsmark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where all groups of pupils, including those with special educational needs and/or disabilities and from a variety of ethnic backgrounds, make satisfactory progress in their academic work, and excellent progress in their personal development, so that they are well prepared for their future lives. The headteacher and her assistant headteachers have a clear view of the school's strengths, and a shared vision for addressing any weaknesses. The dedicated staff team is equally committed to further improvement. Assisted by the support of an effective governing body, and with a recognition that there is more to do, the school has the capacity to get even better.

At the heart of the school's work are an extremely caring ethos and a determination that each pupil will succeed irrespective of background or ability. The overwhelming majority of parents and carers who responded to the questionnaire agree. This comment from one parent is typical of the very positive views received: 'My children are thriving in their growing self-confidence, their respect for differences and individuality within people, and a strong sense of community.'

The staff are committed to providing an education which creates a genuine enthusiasm for learning. Pupils say they love the newly introduced creative approach to literacy, and parents agree. As one commented, 'My child has made amazing progress this year, and her spelling and handwriting have improved dramatically.' The success of this initiative is reflected in the school's data which show accelerated rates of pupils' progress in writing in all groups and in all years. However, good progress is not yet seen in all areas of the curriculum. In part, this is due to some imprecise planning and in part, because lessons do not always provide sufficient challenge, especially for higher attainers. Pupils are not always given clear enough indications of what they should achieve and how, nor given sufficient opportunities to evaluate their own work. Although teaching is good in some lessons, this is not always the case. This is because there are too few opportunities for subject leaders to check learning in lessons and to share good practice.

Pupils very much enjoy coming to school, as reflected in their above average attendance rates. Newcomers are welcomed from a wide range of backgrounds and very soon feel that they are valuable members of the community. One pupil commented, 'I have not been here for long, but since I have got here everybody treats me very well.' The high proportion of pupils who come from families who do not speak English at home are very effectively supported, particularly in learning English. The school is extremely successful in encouraging parental involvement in the school community.

The very positive, inclusive environment nurtures pupils' outstanding personal and social skills. Pupils' behaviour is exemplary; pupils know extremely well how to keep

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themselves safe and healthy and they are excellent ambassadors for their school. Pupils very willingly take on responsibilities, are keen to give their views on how the school can improve and particularly value the opportunities to contribute to playground improvements. The multicultural, multi-faith nature of the school helps pupils to develop a strong empathy and respect for others. By the time pupils leave school in Year 6, they are very thoughtful and mature young adults.

What does the school need to do to improve further?

- Increase the challenge in all subjects, especially for higher attaining pupils by:
 - strengthening planning to show clearly how the higher attainers will be given additional challenge
 - involving pupils more productively in the identification and evaluation of their progress towards the next steps in their learning
 - ensuring greater involvement of subject leaders in monitoring lessons, identifying the best features in teaching and spreading good practice.

Outcomes for individuals and groups of pupils**3**

Pupils enter Year 3 with skills in literacy and numeracy a little below those expected for their age. Regular appraisal of the pupils' performance highlights any underachievement and early decisive action results in pupils catching up. For example, girls were identified as achieving less well in English. Strategies were put into place to address this, and they now make the progress they should. 'My daughter has gone from being a bright little girl who found school boring to one who loves school with a passion,' was a view expressed by one parent and echoed by many. Pupils are valued as individuals. Consequently, their self-esteem is raised and they are enthusiastic to learn. This too has a very positive effect on their behaviour, motivation and relationships. Pupils love coming to school, which is reflected in improving attendance. They enjoy the many opportunities to participate in sports, exemplified by the school's achievement of Activemark. Pupils' cultural development is very effective because they have excellent opportunities to contribute to many events involving the local community and have links with people overseas. Links with people of different cultures and faiths elsewhere in Britain are not yet as well developed.

The schools' results in the Year 6 national tests in literacy and numeracy have been broadly average since the last inspection. This is despite an increasing intake of pupils into Years 4, 5 and 6 with below average skills. This year, as lessons and pupils' books show, progress is at least satisfactory in all four years. Progress in reading and writing has risen this year due to successful initiatives to make them more appealing for all pupils. In Year 3 English lessons, pupils enjoyed working together to explore vocabulary for writing poetry. They worked very purposefully, and opportunities for them to talk together were frequent. This gave them a good understanding of what they were learning but did not always make clear how well they were doing or what they needed

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to do to improve. Higher attainers generally do as well as their peers, although some are capable of more.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The high quality of the school's care is evident in its excellent support for vulnerable pupils. Pupils' progress is tracked carefully, and these pupils receive very effective support in lessons from teachers and a skilled team of teaching assistants. The school works in close partnership with parents, carers and outside agencies to meet the learning and welfare needs of these pupils. Consequently, pupils with a range of special needs make progress in line with their peers.

The curriculum satisfactorily supports the development of pupils' literacy and numeracy skills. Although successful so far, the writing initiative introduced this year is at an early stage of development. Formal planning for the progression of writing skills is not in place to ensure pupils build on their prior learning.

Pupils benefit from an excellent personal, social and health education programme. Consequently, they develop a strong sense of social responsibility. Valuable community

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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links help the school to provide a good range of clubs, including sporting, artistic and musical experiences which enhance pupils' learning and add much to their enjoyment of school. The school has a number of awards including Artsmark. The very popular annual school production, open to all pupils, was a factor in this achievement. It provides memorable experiences for the whole school community.

The teaching seen during the inspection was at least satisfactory and much was good. Teachers enjoy excellent relationships with their classes and plan interesting lessons. Interactive whiteboards and visualisers engage the pupils and add to their enjoyment. However, there is no structured approach to planning for different groups, so sometimes pupils, particularly higher attainers, are not challenged as well as they should be. Although the pupils are very well motivated, they are not always involved in evaluating their learning, and so are unclear about what they need to improve to reach the next level. There are limited opportunities for pupils to use information and communication technology (ICT) to support learning in all subjects.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has been led effectively by the headteacher for a number of years. She is ably supported by her senior leadership team and the governing body. Together they embed ambition so that all staff are committed to school improvements. Their hard work has resulted in outstanding pupils' behaviour and attitudes. However, pupils' literacy and numeracy skills remain broadly average because expectations of what pupils can achieve are not always high enough. The headteacher has created an efficient and thorough system of auditing pupils' progress to identify those who may be underachieving and quickly puts in additional support where appropriate, but does not provide sufficient challenge for higher attaining pupils. Honest self-evaluation provides an accurate picture of what the school does well, and clear plans are in place to improve. Leaders and governors take seriously their responsibility to promote equal opportunities and tackle discrimination, and the good level of success of this determination is evident in the way barriers to learning are being successfully lifted. For example, pupils with behavioural and emotional needs are totally included in all aspects of school life and are achieving challenging targets.

Governors ensure that safeguarding procedures are good and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and

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approved. Staff are vetted in accordance with the latest guidance from central government and the local authority; record keeping is robust. Prompt action is taken if risks or concerns are identified. While governors provide good support to the school, they recognise the need to be more rigorous in their role of holding the school to account, particularly for pupils' progress.

The contribution the school makes to community cohesion is exemplary within the school and local community. One parent's comment reflects that of others: 'The school has a strong ethos and sense of community. Parents are actively welcomed into school and their opinions sought and acted upon.' A plan with clear actions is in place for promoting pupils' understanding from local, national and global perspectives. While links with contrasting communities within the United Kingdom are at an early stage of development, they illustrate the school's commitment in this area as well as exemplifying its good range of partnerships with others.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The overwhelming majority of returns were positive in all aspects, indicating a high level of support and confidence in the school. A number of parents and carers made additional comments about the approachability of staff and the exceptional support provided by the teachers and their assistants for pupils with particular needs. Inspectors agree with these positive comments. There were two concerns. These were regarding homework for individual pupils and inspectors reported them to the school.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	54	40	44	1	1	1	0
The school keeps my child safe	55	61	33	37	1	1	0	0
The school informs me about my child's progress	46	51	40	44	4	4	0	0
My child is making enough progress at this school	45	50	41	46	3	3	0	0
The teaching is good at this school	50	56	36	40	4	4	0	0
The school helps me to support my child's learning	36	40	49	54	4	4	0	0
The school helps my child to have a healthy lifestyle	46	51	40	44	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	51	40	44	2	2	0	0
The school meets my child's particular needs	45	50	39	43	3	3	0	0
The school deals effectively with unacceptable behaviour	47	52	37	41	4	4	4	0
The school takes account of my suggestions and concerns	39	43	48	53	3	3	0	0
The school is led and managed effectively	54	60	33	37	0	0	0	0
Overall, I am happy with my child's experience at this school	53	59	33	37	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 May 2010

Dear Pupils

Inspection of All Saints Church of England Junior School, Maidenhead, SL6 4AR

Thank you for making us so welcome when we visited your school recently. We could see you get on extremely well with each other. We enjoyed your lessons, talking to you and reading your questionnaires. We could see you really enjoy your lessons, particularly writing. As a result, you make good progress in your writing and satisfactory progress overall. Yours is a satisfactory school with many outstanding features. Some of these are listed below.

- Your behaviour is outstanding and you work hard in lessons.
- You are very keen to do well and to take on responsibilities such as reading buddies and on the school council.
- You know extremely well how to keep yourselves safe, active and healthy
- All the adults in the school take excellent care of you and make sure all of you have opportunities to enjoy your time in school.

Your headteacher and all the staff want to make things even better for you. We have identified three things to improve.

- We have asked your teachers to plan lessons to challenge those of you who find learning easy.
- Although teachers regularly mark your books they do not always clearly show you what you need to do to improve your work. So we have asked them to involve you in assessing your work and checking your progress towards the next steps in your learning.
- All your teachers want to get better at teaching so we have asked them to share the things they do well with each other.

I wish you all the best for the future.

Yours sincerely

Christine Pollitt

Lead inspector

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