

All Saints' CofE (Aided) Junior School

Inspection report

Unique Reference Number	110852
Local Authority	Peterborough
Inspection number	337590
Inspection dates	14–15 January 2010
Reporting inspector	Nick Butt

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Mr Roger Clements
Headteacher	Mrs Rachael Hutchinson
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons, saw 10 teachers and spent the majority of time observing learning. They also held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation including planning, evidence of monitoring, pupils' work and other reports. They examined 89 questionnaires submitted by parents or carers.

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

- how the school is ensuring Pakistani and lower attaining pupils achieve as well as the other groups
- the extent to which pupils are involved in their own learning
- how well the curriculum is adapted to the needs of the different groups represented in the school

Information about the school

This average sized school has two forms of entry in each year group. Almost three quarters of pupils come from minority ethnic groups; this is well above average, and three out of every five pupils speak English as an additional language. The largest group is Pakistani. Special educational needs include speech and language difficulties. The school has the Healthy Schools and Active Mark awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

All Saints' is a good school. Pupils achieve well from broadly average starting points so that by the time they leave Year 6 attainment is above average in English and mathematics. The school's extremely caring ethos means that pupils are valued and thrive in what one parent described as 'a calm, happy and attractive environment.' Behaviour is exemplary, as pupils are very enthusiastic about learning and show concern and respect for one another. Their spiritual, moral, social and cultural development is outstanding.

The school has effective systems in place to monitor the progress of pupils and ensures that any who are struggling are supported promptly. The headteacher and deputy headteacher provide strong leadership, working well together to set out a clear vision for the school that is shared by all staff. This sets the child at the centre of all the school does, with an emphasis on driving forward improvement. Recent changes to the teaching of mathematics have had a positive impact on pupils' attainment. The introduction of new materials to support lower attaining pupils in reading and writing has meant that they have been able to catch up more rapidly than previously. Self-evaluation is good, based on clear evidence, and leading to productive plans for improvement. The school is much improved since its last inspection and has a good capacity for sustained improvement.

Teaching is good and engages pupils well. Teachers make effective use of technology to add interest and ensure lessons actively involve pupils. At times, teaching can be too directed and does not allow pupils sufficient scope to develop their learning for themselves. An innovative homework system of 'learning logs' encourages pupils to be creative at home. There are good links across subjects and pupils' work is always presented neatly, with stimulating displays around the school. Outstanding care, guidance and support ensure that vulnerable pupils are extremely well looked after and that pupils' needs are identified early and addressed well. The use of personal journals enables pupils to note down any concerns they have, and they know that these will be taken seriously and tackled by staff.

Pupils have an excellent understanding of how to stay safe and consider their school to be somewhere they can learn, free from bullying and harassment. The school's outstanding provision for safeguarding arrangements reinforces this view. Pupils take active roles in contributing to the school community, but are less visible in the wider community. They learn much from sharing one another's experiences and cultures, but have yet to forge strong links with other communities in the United Kingdom or abroad.

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What does the school need to do to improve further?

- Help pupils to take more control of their learning by:
 - building on the outstanding practice in the learning logs to give more opportunities for pupils to pursue their interests and ideas in school;
 - giving pupils more freedom to be creative and innovative in their approaches to learning.
 - Promote community cohesion further by:
 - pupils taking a more active part in community events;
 - developing links with the wider United Kingdom and global communities.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons and they take an active role in their learning. For example, Year 6 pupils rolled dice to determine the order of numbers to three decimal places. They cooperate well together and are positive about their work. A great emphasis on speaking and listening helps pupils learning English to develop a wider vocabulary. Year 3 pupils mimed actions for their classmates to describe using a range of verbs, including, 'bounced', 'skipped', 'scrambled' and 'pounced'. Pupils enjoy being involved in lessons and are very enthusiastic to take part. They take delight in competing against pupils across the globe in a live-action interactive mathematics challenge.

Attainment is consistently above average by the end of Year 6 and pupils achieve well. The school has been closing the gap between the performance of Pakistani and White British pupils so that both groups exceed their counterparts nationally in English. The introduction of groups based on prior attainment in mathematics is proving successful in helping pupils to make faster progress. Lower attaining pupils achieve well from their starting points and the progress of pupils with special educational needs is tracked carefully to ensure they are meeting their individual targets.

Pupils' commitment to healthy lifestyles is evidenced by the Healthy Schools award and the Active Mark. They make good use of the school's swimming pool in summer and take part in a wide range of sporting clubs at other times of the year. Pupils trade pots of fruit at playtimes to promote healthy eating. They take part in events relating to the parish church, but do not take such an active role in other aspects of the local community. Pupils take responsibility in school as councillors, play pals and 'power rangers', who keep an eye on energy consumption. Attendance is good as pupils want to come to school. They leave with good basic skills and the confidence to do well at secondary school. Spiritual development is excellent and reinforced further through worship and considering topical issues, such as how a modern day good Samaritan might behave. Pupils describe the school as 'a peaceful and happy place'. One said 'We treat each other as equal', reflecting the high levels of tolerance and understanding among pupils from a wide range of cultures.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils are keen to achieve well, work hard in lessons and respond positively to their teachers' high expectations. They understand what they are learning and are keen to discuss their ideas with others. Teachers adapt plans to suit the needs of pupils and make changes in response to how the lesson is going. Teachers are confident and base their lessons on good subject knowledge. Year 4 pupils enjoyed labelling fantasy cartoon characters using interesting figures of speech such as 'purple poisonous spikes'. The use of learning logs at home gives pupils opportunities to present their work in exciting and creative ways. This freedom is not always so apparent in the classroom, where too much direction sometimes constrains innovation and limits ideas. Teachers adapt the curriculum effectively to take account of the needs of the different groups of pupils in the school, and this makes a very positive contribution to their cultural development. A good range of clubs enriches the curriculum, including Narnia Club and Wacky Science. Pupils enjoy a variety of visits to places of interest, such as the Black Country Museum, and benefit from visiting theatre groups and 'living history' performers. They present thematic work elegantly, making good use of their literacy skills in a range of subjects.

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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Outstanding pastoral care lies at the heart of the school's work; there is a very inclusive approach to support every pupil in doing their best. Help is tailored to meet individual need, and teaching assistants make a valuable contribution to pupils' good progress. Staff have effective systems for managing special educational needs; they pick up any concerns early and monitor the effectiveness of interventions. The school takes a proactive approach to family health, working with pupils and their parents to promote fitness and good diet.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders are successful at embedding ambition and driving improvement because they know the school well and involve all staff effectively in raising attainment and accelerating progress. The impact of measures to bring about change are monitored closely and detailed feedback is given to staff about how things could be even better. Subject coordinators have a good understanding of the strengths and matters to develop in their areas. Governors play an important role here and have found a new energy and momentum under the recently appointed chair, taking a clear strategic view of the way ahead. Governors work together effectively as a team; they put their wide expertise to good use in supporting staff and in systematically monitoring the work of the school. Leaders and governors promote equal opportunity and tackle discrimination effectively, ensuring that all groups of pupils make good progress from their starting points, and that all pupils have equal access to the curriculum. For example, pupils have the option of joining in with day activities on residential visits even if their families would prefer them not to stay away overnight. Safeguarding procedures are followed meticulously, ensuring an extremely safe environment for all pupils. The school promotes community cohesion well, especially among the different groups that make up its catchment, and enjoys very positive relationships with families from a range of different faiths and cultures. It employs bilingual teaching assistants and has set up a group specifically for women, so that they can be more involved in their children's education. Links are less evident in the wider national and global communities.

These are the grades for leadership and management

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

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

Views of parents and carers

Parents are generally positive about the work of the school. They particularly feel their children are safe and well looked after, and value the school's special caring ethos. Several parents had individual concerns that were not shared by others. Some parents felt that the school could tell them more about how their children were doing and others were not totally convinced that their views were taken into account. Inspectors found that the school works very hard to inform and engage parents, and uses new technology, such as email and text messaging, to communicate effectively with them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints' CofE (Aided) Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	52	40	45	1	1	2	2
The school keeps my child safe	54	61	34	38	0	0	0	0
The school informs me about my child's progress	34	38	48	54	6	7	0	0
My child is making enough progress at this school	33	37	45	51	11	12	0	0
The teaching is good at this school	45	51	43	48	0	0	0	0
The school helps me to support my child's learning	28	31	49	55	7	8	0	0
The school helps my child to have a healthy lifestyle	36	40	48	54	4	4	1	1
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)	33	37	44	49	5	6	0	0
The school meets my child's particular needs	33	37	45	51	8	9	1	1
The school deals effectively with unacceptable behaviour	37	42	46	52	3	3	1	1
The school takes account of my suggestions and concerns	25	28	47	53	12	13	0	0
The school is led and managed effectively	36	40	45	51	3	3	1	1
Overall, I am happy with my child's experience at this school	44	49	40	45	4	4	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 January 2010

Dear Pupils

Inspection of All Saints' CofE (Aided) Junior School, Peterborough, PE1 3PW

Thank you for making us so welcome when we visited your school. We did enjoy meeting you. We agree that yours is a good school. Here are some of the things it does especially well.

You have an excellent understanding of how to stay safe.

Your behaviour is outstanding.

You show respect to one another and celebrate your different cultures.

You make good progress in your learning.

The school cares for you extremely well.

There is a good range of clubs and visits for you to enjoy.

The school is run well by the headteacher and deputy headteacher.

We were very impressed with your learning logs, and have asked your teachers to give you more opportunities to be exciting and creative in lessons. You may like to think of interesting ways of presenting your work. We are glad you all get on so well together and know so much about one another's backgrounds. We want you to get more involved in the wider community and to make links with pupils in other countries. You may like to research where they live and find out all you can about them.

Thank you once again for your help on this inspection. We send you our very best wishes for the future.

Yours sincerely

Mr N Butt

Lead Inspector

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