

All Saints Church of England VC Primary School

Inspection report

Unique Reference Number	113772
Local Authority	Dorset
Inspection number	338238
Inspection dates	21–22 October 2009
Reporting inspector	Graeme Bassett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Adrian Harding
Headteacher	Christopher Fox
Date of previous school inspection	7 November 2006
School address	Bishops Caundle Sherborne DT9 5NQ
Telephone number	01963 23450
Fax number	01963 23450
Email address	office@bishopscaundle.dorset.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with the headteacher, deputy headteacher, teachers, other staff, groups of pupils and some parents. They looked at teachers' planning and assessment files, statutory school policies, the school improvement plan, curricular planning documents, pupils' tracking and assessment records, evaluations of teaching carried out by the school and minutes of governors' meetings. Observations were made of pupils in assembly, on the playground and in the dining hall. The team also analysed questionnaires, including 45 returned from parents, 53 from pupils and 11 from staff.

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

- the routines and procedures that enable leaders and managers to monitor and evaluate the school's work
- the assessment records and marking strategies used in teachers' planning, so as to determine the level of challenge in English, mathematics and science, especially for the more able pupils
- the procedures and processes deployed by the school to develop community cohesion and to raise pupils' awareness of the traditions and customs of other people.

Information about the school

This small school serves a widespread rural area in North Dorset. The proportion of pupils with special educational needs and/or disabilities is particularly high in some year groups. There is a small proportion of Traveller children. The school has recently had a play area added to the outdoor facilities for the Early Years Foundation Stage. The school is part of a cluster of local primary schools working together to enrich learning opportunities for pupils in small schools. The school has a Healthy School award, a bronze Eco-school award and an Active award for physical education and sports.

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

This is a good school. The happy way that all pupils get on well together is confidently reflected in all classes. Leaders and managers have a clear understanding of the strengths and weaknesses of the school. As a result, the school improvement plan includes accurate action plans to raise standards. The headteacher, ably supported by the deputy, takes determined and effective action to improve the quality of learning. The school has good capacity to sustain improvements.

Standards in Year 6 are currently broadly average, reflecting good overall progress. Standards in mathematics are a particular strength because of rigorous improvements initiated in teaching. Achievement in writing has improved because of the greater emphasis placed on writing through other subjects last year. Writing is a notably weak area when children first join the school and the improvements have not yet had a full impact on standards. Nevertheless, pupils are approaching their work with added enthusiasm. This is particularly noticeable in the two classes in Key Stage 2, where lower attaining pupils and those with special educational needs and/or disabilities are doing particularly well. The overall quality of teaching is good, with some elements being excellent because of very effective structured guidance provided by school leaders. Some inconsistencies exist in the quality of marking and in the way assessment data are used when planning lessons, particularly in Key Stage 1. As a result, some of the more able pupils in Year 2 are not always challenged sufficiently well, especially in writing and mathematics.

The curriculum is planned well to promote pupils' interests by securing meaningful links between each subject. As a result pupils enjoy coming to school and take pride in their work. Thanks to the good care, guidance and support within the school, their personal development and well-being are also good. They care enthusiastically about each other and also about the school environment. For example, they operate recycling systems and have monitoring routines to record the usage of water and the power generated by the school's wind turbine. Pupils learn how to mix well together across all age groups and, as a result, they form lasting friendships. However, the school has not yet ensured that they have a good understanding of the multicultural nature of society beyond the local area.

The vast majority of parents are very positive about the school. A very small number of parents and a number of pupils expressed some concerns about the behaviour of some younger children and how the school deals with this. However, the inspectors found that behaviour is good overall; most pupils behave excellently and the school has appropriate routines to deal with any instances of inappropriate behaviour.

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What does the school need to do to improve further?

- Raise standards, especially in writing, by improving the quality of teaching and learning in Key Stage 1, especially for the more able pupils.
- Ensure that assessment records are used more rigorously when planning tasks and that teachers' written comments when marking work help pupils to understand clearly what they need to do to improve.
- Develop pupils' understanding of the different customs and traditions of people in our multicultural society by ensuring that links beyond the immediate locality of the school are promoted more thoroughly to improve community cohesion.

Outcomes for individuals and groups of pupils

2

The quality of pupils' learning observed in the classroom was good. In Year 6, performance in English and science was seen to be average and in mathematics above average. Good use of information and communication technology is enhancing pupils' writing skills. The lower attaining pupils are succeeding well in all classes because of good support in lessons. However, some of the more able pupils in Year 2 do not do as well as they should, especially in writing and mathematics, and this holds down standards overall. Throughout the school teachers' determined efforts to present exciting experiences are proving successful. In the most recent national tests in Year 6, all pupils reached the expected Level 4 or above in mathematics and science, and the proportion of pupils reaching the higher Level 5 was well above average in mathematics. In English, more pupils reached the higher levels, reflecting the marked improvement in writing skills. Tailored support ensures that the pupils with special educational needs and/or disabilities make good progress, as do Traveller children.

Most pupils say they feel safe in school and know who to turn to if they have problems. Pupils' contribution to the school community is good with many of them accepting responsibilities on the school and Eco councils, as well as helping in assemblies and in the playground. Pupils are aware of the need to adopt a healthy lifestyle. Their spiritual, moral, social and cultural development is good but because of the rural location, they have limited opportunities to relate effectively to the wider community, and other people living in our modern British multicultural society. Newcomers to the school, including those joining in the Reception class, quickly settle into the routines and are happy. Attendance is satisfactory.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use technology well to inspire pupils and presentations engage pupils' interest effectively. Pupils are encouraged to make skilful use of computers in their classrooms. The planning of lessons for different groups of pupils within the mixed-age classes is generally good. It is particularly strong in meeting the needs of the lower attaining pupils and those with special educational needs and/or disabilities. However, there are still some inconsistencies in lesson planning because teachers do not always make sufficient use of assessment records to ensure that they identify more demanding work that really challenges the more able pupils. This is most noticeable in Years 1 and 2, and restricts attainment. Often a range of activities are planned, but the skills and understanding each pupil needs to learn are not identified. Teachers and teaching assistants give good guidance and ask questions that promote pupils' understanding. Nevertheless, when work is marked the written comments do not give pupils enough guidance to show them how they can improve. Targets which list what each pupil needs to learn next are not yet a common feature.

The curriculum is planned effectively to ensure that the all pupils in mixed-age classes are challenged by new themes and topics when they spend a second year in a class. The creative links to incorporate literacy and the arts with other subjects, such as science and history, are having a good impact on inspiring pupils' interests. For example, during the inspection pupils in Year 6 developed their writing skills about personification through a topic on the weather. Already the competent writing skills evident in literacy lessons are being reflected in the quality of work for other subjects. Out-of-lesson activities enhance pupils' experiences very effectively. The chess club, the gardening

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club and musical pursuits, such as the opportunity for all pupils in Year 4 to play the clarinet, provide additional opportunities to extend skills and interests. The links made with pupils in the local cluster of schools are most beneficial. The joint school residential visits are enthusiastically supported and are important in promoting pupils' personal development.

Adults care well for all pupils. There is a strong commitment to ensure that pupils develop good personal skills. All pupils are involved in all that the school does. Pupils respond well to the calm atmosphere in classrooms resulting in a purposeful quality to learning. This helps to foster each pupil's determination to improve their work and to commit to hard endeavour. The teachers quickly identify programmes of good support for pupils' with special educational needs and/or disabilities to ensure that each one is challenged sensitively. Regular attendance is encouraged but the school does not always contact a family when parents do not notify the school of a child's absence early on the first day.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school promotes equality and tackles discrimination effectively. Suitably challenging targets are set for each pupil as they move from year to year. Monitoring of classroom practice is constructive and teachers are held to account for each pupil's progress through good performance management procedures. The members of staff who have recently taken responsibility as coordinators for literacy, mathematics and special educational needs are taking an increasingly active role in the school's management. They have ambitious action plans to develop their subjects and are now taking an effective role in whole-school evaluation and establishing targets for improvement.

Many parents report that staff liaise well with them and that home/school support and communication are 'fantastic,' especially when a child is struggling in some aspect of their work. Good links have also been established with other schools and agencies in the local area. However, community cohesion in terms of wider national and global links is satisfactory but limited. This constrains the development of pupils' understanding of the diverse nature of our multicultural society.

The governors are knowledgeable, dedicated and supportive. They visit the classrooms frequently as governor of the month. As a result they are well versed in how the school is progressing. They ensure that satisfactory safeguarding procedures are in place and

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that all statutory requirements and policies are regularly reviewed and approved. The budget is monitored accurately by governors and the headteacher and used to good effect to improve learning.

These are the grades for leadership and management

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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision for children in Reception is good because the leaders have established a very clear direction for the development of the Early Years Foundation Stage. Teaching and support are good, but occasionally children are not given enough opportunities to reflect and to make their own choices. Assessment procedures are thorough and records are maintained effectively. At the time of the inspection these showed that children had already settled into the routines of the class and were making good progress even though they were still attending part time, in the mornings. Children's skills when they enter the Reception class are broadly as expected for their age in most areas of learning, but are often below expectations in their communication, language and literacy and also their mathematical development. Children make good progress across the different areas of learning. They develop their language skills well but some still have limitations in their writing by the time they enter Year 1. The recently commissioned outdoor area provides an exciting and interesting environment but children are not yet familiar enough with the equipment and different areas to freely extend their learning outside.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents who replied to the questionnaire and those who spoke to inspectors expressed full support for the school. Parents frequently commented about how impressed they are with the school's work in supporting pupils' learning and personal development. Also, parents commented how helpful staff are in supporting individual pupils.

Very few questionnaire responses expressed any concerns, although a few parents felt that inappropriate behaviour in the school was not dealt with effectively. This was not borne out by inspection evidence, and behaviour was found to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CE Primary 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	60	18	40	0	0	0	0
The school keeps my child safe	28	62	15	33	2	4	0	0
The school informs me about my child's progress	26	58	16	36	3	7	0	0
My child is making enough progress at this school	23	51	20	44	0	0	2	4
The teaching is good at this school	26	58	16	36	2	4	0	0
The school helps me to support my child's learning	23	51	21	47	0	0	0	0
The school helps my child to have a healthy lifestyle	29	64	16	36	0	0	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)	27	60	14	31	1	2	0	0
The school meets my child's particular needs	25	56	20	44	0	0	0	0
The school deals effectively with unacceptable behaviour	20	44	18	40	3	7	2	4
The school takes account of my suggestions and concerns	23	51	19	42	0	0	1	2
The school is led and managed effectively	25	26	16	36	2	4	1	2
Overall, I am happy with my child's experience at this school	28	62	15	33	0	0	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.



Dear Children

Inspection of All Saints Church of England VC Primary School, Sherborne DT9 5NQ

Thank you for helping us when we inspected your school recently. We enjoyed meeting you and finding out about your school. We found that your school provides you with a good education. There is a good caring atmosphere, and it was particularly exciting to see how you are looking after the environment with your recycling systems and also use of the wind turbine. Well done!

These are the things that we judged to be good in your school.

- Your headteacher provides a good direction to the leadership and management work of the school. He is supported well by the teachers and other staff in your school who work well as a team.
- While teaching is good overall, in some classes the teaching is excellent.
- Your teachers give you good encouragement to answer questions and, because of this, your work is steadily improving.
- The Reception class is well resourced, especially the new outdoor area, and the children are already settling quickly into school routines.
- Throughout the school, the staff care well for you. As a result, you are all developing good attitudes towards your work and towards each other.
- You have a good understanding of how to remain healthy and keep safe.
- You are very polite and your good behaviour helps to create a positive environment in school.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- raise the quality of teaching and learning in writing and mathematics in Key Stage 1, especially for those of you who are able to learn quickly
- help teachers make better use of information about your progress when they plan tasks, and ensure that teachers' written comments in your books help you to understand clearly what you need to do to improve.
- develop your understanding of the different customs and traditions of people in our multicultural society by ensuring that national and global links with other schools and children are promoted more thoroughly.

Once again, thank you - you can do your bit to help by asking your teachers how you

can make your work better.

Graeme Bassett

Lead inspector

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