

All Saints Church of England Primary School

Inspection report

Unique Reference Number	115103
Local Authority	Essex
Inspection number	338512
Inspection dates	14–15 December 2009
Reporting inspector	Peter Clifton

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	306
Appropriate authority	The governing body
Chair	Roz Blackboro
Headteacher	Michele Williams
Date of previous school inspection	0 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and pupils. They looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. Inspectors analysed 114 responses to the parents' questionnaire and took account of the views of parents that they had talked to during the inspection.

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

- the extent to which teaching promotes good progress for all groups of pupils in each year group
- the current profile of progress across the school for different groups of pupils including those with special educational needs and/or disabilities, and more able pupils
- how well the curriculum has been improved and established across the school in mathematics and science to improve standards
- the use of targets
- in lessons to promote higher standards, including marking and pupils' own assessments of how well they are doing
- across the school to hold teachers to account for the progress made in the mixed-age classes.

Information about the school

This is a larger than average school. There are nine classes in Years 1 to 6, three mixed Year 1/2 classes, three 3 mixed Year 3/4 classes and three mixed Year 5/6 classes. There are setting arrangements in some subjects. The school has a split site and the two buildings are a few minutes walk away from each other. The proportion of pupils who are entitled to free school meals is below average. Most pupils are of White British origin, with the next largest group being White from any other background. The proportion of pupils with special educational needs and/or disabilities is slightly below average, mainly with literacy and numeracy needs and a smaller number with behavioural needs. Children in the Early Years Foundation Stage are taught separately in two Reception classes and have their own outside learning area.

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. Attainment is average and pupils' achievement is satisfactory. In the Early Years Foundation Stage children make good progress from starting points which are in line with national expectations. Through the rest of the school, progress is satisfactory. Learning and progress are good in English across Key Stage 2. The progress made by pupils in mathematics across Years 1 to 6 is weaker because there is not sufficient emphasis on the application of mathematics skills and work is not always challenging enough. The school provides a very welcoming and positive learning environment and nearly all pupils say they are very happy. The school's good curriculum provides well-organised and imaginative opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. For example, pupils participated in 'Battle of Maldon', dressing up as Vikings or Saxons. There is a broad range of practical activities in science. Leaders have made satisfactory progress in addressing the issues identified in the previous inspection of the school. Subject coordinators are more effective in leading their subjects and have been successful in improving the provision in English. Progress made to improve marking and set pupils short-term targets in lessons has been slower. Improvements in marking have been recently introduced but implementation remains patchy. Sound self-evaluation ensures the headteacher and other leaders know what areas still need to be tackled. These are identified in improvement planning. Weaknesses remain in the way teaching is monitored and evaluated to promote improvement. Observations of teaching take place but are not always focused sufficiently well on the learning and progress of different groups. As a result, teaching and learning are satisfactory rather than better mainly because work given is not always well matched to the pupils' needs and this slows progress. Relationships in lessons are strong. Pupils answer questions and respond well to discussions with a great deal of confidence. However, the use of assessment in lessons to help pupils understand what they need to do to improve is inconsistent. The school's capacity for sustained improvement is satisfactory.

Pupils develop good basic skills and personal qualities, including a strong understanding of the value of working together which prepares them well for the future. Their good behaviour strongly supports their learning in class. Pupils are polite and show respect and consideration for each other and visitors to the school. Their understanding of leading healthy lifestyles is exceptional because the curriculum offered provides many opportunities for them to develop their understanding of being healthy, keeping active and how to cope with emotional difficulties. The pupils are cared for and supported well and as a result they have a good understanding of how to keep safe and are confident in adults who look after them.

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What does the school need to do to improve further?

- Ensure learning and progress are consistently good by:
 - sharpening monitoring and evaluation of teaching and learning to give a stronger focus on the effectiveness of provision and learning outcomes for different groups of pupils.
 - improving the match of work to pupils' needs in teaching across the school.
- Improve achievement in mathematics by providing more opportunities for pupils to use and apply their skills.
- Improve pupils' understanding of what they need to do to make better progress in lessons on a daily basis, including marking and pupils' own assessments of how well they are doing.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Learning in lessons observed and the samples of work seen show that pupils make satisfactory progress. Different groups of pupils including those with special educational needs and/or disabilities, and more able pupils, make similar progress. In lessons, a very large majority of pupils shows good concentration and perseverance and this ensures that learning continues securely in group or individual tasks. There are a few pupils, mainly boys, who find it difficult to maintain their attention and this occasionally affects learning. In English, the samples of work seen in Year 2 show satisfactory progress in writing with few pupils on track to reach the higher level 3. In mathematics, samples in Year 6 and Year 2 show that there is too big an emphasis on completing sums rather than applying understanding, this is limiting progress.

The school's tracking over the past year shows that pupils are making satisfactory progress in Key Stage 1. In Key Stage 2, the tracking shows stronger progress in English than it does in mathematics, and an overall satisfactory picture. In Year 6, the proportion of pupils on track to make the expected two levels of progress in mathematics is lower than it should be and there is ground to catch up. In 2009, standards in English were above average with a good proportion of pupils reaching the higher Level 5. Standards in mathematics and science were average. Current standards in Years 5 and 6 are broadly average. In the most recent Year 2 assessments, pupils reached average standards in reading, writing and mathematics. There was a marked improvement in writing from 2008. The current Year 2 pupils are on track to reach broadly average standards.

The pupils' questionnaires showed that nearly all pupils think that school is a good place to be. When asked the question 'what would you like to tell the inspectors about my school' most gave positive comments. For example, 'it is a happy and friendly place to be'. They say that they like the trips and think the topic work is fun. Working with

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charities helps the pupils to develop their economic awareness. Pupils readily take on additional responsibilities to help the school run smoothly, for example, being play leaders or playground friends. Year 6 pupils express confidence about moving onto secondary school because they have 'taster days'. There is a high take up of extra sporting activities and the pupils talk very positively about the benefits of eating healthily. Pupils' spiritual, moral, social and cultural development is good. Their experience and understanding of others from different cultures within the United Kingdom is weaker.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strengths of teaching include the good relationships and the positive attitudes that pupils display to learning. They are eager to be involved in their own learning through answering questions or discussing their ideas together. During the inspection, inspirational teaching in Year 6 enabled pupils to show good knowledge and understanding of rhyme and rhythm to produce a 'rap' poem. In contrast to this, learning in a few lessons slows because pupils are kept on the carpet for too long and

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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ideas being explored do not develop quickly enough. Pupils do not have a clear enough understanding about what they need to do to get better in order to direct their own learning. Marking in books is improving but mostly gives praise and the setting of steps for improvement is inconsistent.

There are a number of good examples of links between subjects. For example, pupils made honey biscuits, linked with the use of honey in Saxon times, and then used information and communication technology (ICT) to make a front cover for their topic work. Enrichment opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed. The pupils have good access to the performing arts, in particular, music, singing, drama. They visit places of interest and participate in a number of clubs including sport. Work in mathematics does not have a strong enough focus on using and applying skills to enhance pupils' achievement. Provision to enable pupils to gain a strong insight into others from different cultural backgrounds within the United Kingdom is at an early stage of development.

Arrangements to provide care, guidance and support for pupils are well organised and results in confident pupils who have positive attitudes to learning. Parents and carers report that the school looks after their children well. Teaching assistants help pupils to settle in class and improve their level of concentration. The school follows up on the very few instances of bullying and deals with them effectively. Older pupils are given good advice and guidance in order for them to make an effective transition to secondary education. The school has good strategies in place to promote better attendance

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is strong sense of teamwork evident amongst senior leaders and they share a vision for the school. Monitoring of the quality of teaching in the school has at times been generous and not linked securely enough to the progress the pupils have made in different classes and year groups. This inhibits how well teachers can be held to account for the progress their pupils make. Embedding ambition and driving improvement is satisfactory. Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised and are visible in the school community. However their challenge to leaders has been hampered because information about pupil's current progress has not been given sufficient priority. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. The school evaluates

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the performance of different groups and has made some improvements. Parents are kept up to date with school events and their children's achievement, well-being and development. The school's good quality partnerships promote pupils' development effectively. The school has taken some actions based on an understanding of its religious, ethnic and socio-economic context. It is promoting community cohesion within the school community and is beginning to reach out to other communities. The school adopts good safeguarding practice across all areas of its work.

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

Early Years Foundation Stage

Children are given a good start in the Reception class and achieve well. They come to school with skills that are generally in line with expectations for their age and reach standards that are slightly above average on entry to Year 1. Children's speaking and listening, and their numeracy skills are the stronger areas on entry to school. The children settle quickly and provision promotes very good independence because there are many different opportunities for the children to choose activities for themselves. Children take turns and share well when using ICT, and are learning to apply their understanding of letters and sounds to spell simple words. Writing is less well developed. Although writing is suitably promoted, for example, through the role play area, leaders recognise that this requires a stronger focus. The outdoor area is well set out with a good range of activities such as creating music, ride on toys and sand play. Appropriate plans to further develop this area are in hand. The children quickly learn new songs and show their delight in singing and playing instruments. When asked to

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clear away, the children help with simple tasks for example, washing up cups. Leadership is good because the team of staff work well together. They draw on each other's skills to enhance the children's learning and development, and keep good records of the children's progress.

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 school has a very positive relationship with nearly all parents and carers. Communication between parents and the school is effective, and parents regularly come into school for special events, consultation evenings and assemblies. Many parents comment on the happy experience their children have and the friendliness of the staff. They indicate that the staff are always available to listen to their views. A few parents raise concerns about behaviour and how it is dealt with. Their comments are reflected in the views of a few pupils. Inspectors found some evidence during lessons to support their views. All parents who responded to the questionnaires and those spoken to thought that their children enjoy school. Nearly all expressed satisfaction with what the school offered.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	76	27	24	0	0	0	0
The school keeps my child safe	83	73	27	24	3	3	0	0
The school informs me about my child's progress	65	57	45	39	3	3	1	1
My child is making enough progress at this school	63	56	47	42	2	2	1	1
The teaching is good at this school	80	70	32	28	1	1	0	0
The school helps me to support my child's learning	72	63	40	35	2	2	0	0
The school helps my child to have a healthy lifestyle	68	60	44	39	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)	71	62	41	36	0	0	0	0
The school meets my child's particular needs	68	60	41	36	2	2	0	0
The school deals effectively with unacceptable behaviour	60	53	46	40	3	3	5	4
The school takes account of my suggestions and concerns	65	59	40	36	1	1	1	1
The school is led and managed effectively	80	70	30	26	3	3	1	1
Overall, I am happy with my child's experience at this school	89	78	22	19	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



16 December 2009

Dear Pupils

Inspection of All Saints Church of England Primary School, Maldon CM9 6HY

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed seeing you in lessons, looking at your work and talking to so many of you. We were all very impressed by your friendliness and how clearly you expressed your opinions. Your school gives you a satisfactory education. Teaching is also satisfactory. The adults in the school care for you well and the curriculum is good. We were impressed by the very positive attitudes that nearly all of you have to learning. Most of you behave well in lessons and around the school.

You make satisfactory progress in your lessons and reach standards which are average. Those of you in Years 3 to 6 make good progress in English.

You are very helpful to others and nearly all of you say that you are very happy in school.

You all say that the school helps you to be healthy and we agree that your understanding in this area is excellent.

You feel very safe at school and enjoy some exceptionally memorable experiences for example, the 'Battle of Maldon'.

Teachers try to make learning fun and you answer questions and discuss your ideas with each other very confidently.

Those of you in Year 6 are well prepared and confident to move on to your next school.

We are asking your school to do the following to help you to learn better:

- your headteacher and other staff to work better to make sure that all of your lessons help you to learn as much as possible
- make sure that the work given to you is at just the right level so that you can reach even higher standards
- help you to do better in mathematics by providing more opportunities for you to apply your mathematics skills in different ways
- give you a clearer understanding about what you need to do to improve your work and help you to be more involved in checking your own progress.

You can help by always coming to school unless you are unwell and by concentrating

hard in lessons.

Yours sincerely

Peter Clifton

Lead inspector

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