

All Saints Church of England Voluntary Aided Primary School, Great Oakley

Inspection report

Unique Reference Number	115141
Local Authority	Essex
Inspection number	338518
Inspection dates	2–3 March 2010
Reporting inspector	Selwyn Ward

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Janet Little
Headteacher	Martin Nicholls
Date of previous school inspection	17 October 2006
School address	Beaumont Road Great Oakley Essex
Telephone number	01255 880315
Fax number	01255 880039
Email address	admin@allsaints-oakley.essex.sch.uk

Age group	4–11
Inspection dates	2–3 March 2010
Inspection number	338518

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors, one of whom was at the school for just half a day. The majority of inspectors' time was spent in looking at pupils' learning. Inspectors visited eight lessons and observed six teachers and a lesson led by a higher level teaching assistant. They held meetings with governors, staff and groups of pupils. They looked at samples of pupils' work, analysis of the tracking of pupils' progress, school policies and procedures, school leaders' monitoring, the school development plan, risk assessments, the minutes of governors' meetings and the questionnaires received from pupils, staff and 36 parents and carers.

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

- any differences in the rate of progress between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2
- how staff provide for and stretch the school's more able pupils.

Information about the school

The school is smaller than average. All of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average overall, but it is above average in Key Stage 2. Children start in the Reception class, attending part-time until the term in which their fifth birthday falls. They then join a mixed Reception/Year 1 class. All other classes in the school cover mixed age groups. All Saints has Healthy Schools and Activemark awards. The school shares its site with a pre-school. This is independently managed and was separately inspected.

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

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****3**

Main findings

My children have thrived in this nurturing, caring school where every child and their family really does matter.' This comment from a very satisfied parent sums up a feature of this school that is most appreciated by parents. Parents find the headteacher and staff very approachable, and there was praise for the way, 'The headteacher takes the time to get to know every family.' The good arrangements for pupils' welfare mean that they feel safe at school. They also develop a good understanding of how to keep safe. The school council, for example, have taken the initiative in writing to governors to remind them when they are due to make their health and safety visits. Pupils' strong awareness of the need for a healthy diet and regular exercise is reflected in All Saint's Healthy Schools award, and in the high take-up rates for the various extra-curricular sports on offer: for example, the after-school football club alone involves close to half the pupils.

Pupils make good progress during their time at All Saints so that standards by the end of Year 6 are above average. However, there is some uneven progress, with pupils making notably faster progress in Key Stage 2 than in the Early Years Foundation Stage and Key Stage 1. There are good opportunities to extend the more able pupils in Years 5 and 6 that have been developed in partnership with others, including the secondary school to which most pupils transfer, but there are fewer comparable opportunities for those in the younger classes. This has particularly shown through in writing, where the proportion of pupils attaining the higher Level 3 in the Year 2 assessments has been consistently lower than it should be. Nevertheless, there are early signs that new initiatives to encourage writing are having an impact. As a Year 1 parent explained, 'The introduction of "Big Writing" has stimulated my son's interest.' Pupils with special educational needs and/or disabilities make good progress although, again, this is better in Key Stage 2 where a greater emphasis has been placed on identifying pupils' specific learning needs.

Pupils enjoy school because they like their teachers and are motivated to try hard. Teachers manage their classes well, so that behaviour in lessons is good, even if some parents and pupils report that it is not always as good in the playground. Teachers' expectations are high, especially of the older pupils, and the pupils rise to the challenge, for example in the programs written by Year 5 and 6 pupils to simultaneously control two sets of movements for the 'robots' on their computer screens. Teachers routinely set out objectives and success criteria for each lesson. However, these are not always as sharply focused as they should be on what the pupils are expected to learn rather than what tasks they are due to carry out. Although pupils all have individual targets, some have greater precision than others. A pupil whose target is 'to find common multiples of

all numbers up to 12' benefits from firmer guidance than one told merely 'to know my fractions better'. The guidance given to pupils through marking also varies quite widely in quality.

Leaders have an accurate picture of the school. They are very conscious of the fact that standards and rates of progress in the younger classes have not been as strong as those in Key Stage 2. Leaders monitor lessons but their observations do not home in sharply enough on identifying with teachers what changes would move learning on at a faster rate. This has contributed to the continuing variations in progress between the key stages. Nonetheless, the school has maintained and built on its success in the many things it does well. This shows its capacity for sustained further improvement.

What does the school need to do to improve further?

- Accelerate learning in the Early Years Foundation Stage and Key Stage 1 from the autumn term 2010 by
 - challenging and extending more able children and raising the proportion of pupils attaining Level 3 in the Year 2 assessments
 - identifying at an earlier stage those pupils who would benefit from additional help and putting interventions and support in place for pupils in the younger classes.
- By the end of the autumn term 2010 give all pupils a clear understanding of how well they are doing by
 - checking that all of the learning objectives and success criteria for lessons focus sharply on what the pupils should be learning rather than on the tasks they are to carry out
 - ensuring that all have precise targets and that marking is consistent in giving pupils guidance on what they need to do to improve their work.
- From the summer term 2010, sharpen the assessment criteria used by leaders in their monitoring of lessons and ensure that teachers are always given clear feedback on how to make their lessons more effective.

Outcomes for individuals and groups of pupils

2

Pupils currently in Year 6 are on track to attain above average standards in English, and broadly average standards in mathematics. This mirrors the picture in 2009. It also represents good progress in relation to these pupils' starting points when they first joined the school and in relation to how well the pupils did when they were in Key Stage 1. More able pupils make faster progress in Key Stage 2 than earlier in the school because they benefit from more activities specifically geared to their needs, such as the extension course in mathematics organised for them in conjunction with a local secondary school. The progress of pupils with special educational needs and/or disabilities is also faster in Key Stage 2, because it is within that key stage that most have their individual learning needs clearly identified.

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

A key factor in pupils' success is their obvious enjoyment of school. They work with effort and concentration, and they are keen to join in when teachers pose questions or ask for volunteers. They take pride in the responsibilities they have within the school and wider community. Even some of the youngest pupils take on little jobs helping their teachers, and office-holders on the school council are not just drawn from Year 6. Pupils raise funds for a range of local, national and international charities, and parents and pupils alike comment on the significant role the school plays in the life of the village and local parish. As a parent put it, 'There is a very strong sense of community within the school which envelops staff, pupils, parents, church, the village and the wider area.' The school is rigorous in chasing up absences, including contacting parents on the first day of any unexplained absence, but attendance is average because the school has been hit by bouts of sickness.

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	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	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?

Pupils told inspectors, 'We are taught things in exciting ways.' They are especially fond of information and communication technology (ICT), in which they develop competent

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

skills that equip them well for the future. Although space is at a premium at the school, resources are used well and the school offers options within its curriculum that go beyond those routinely seen. For example, all pupils learn musical instruments and have opportunities to perform. In hymn practice, almost all the pupils join in: what some younger pupils lack in tunefulness, they make up for in enthusiasm! Pupils are assessed and given National Curriculum levels in all subjects, and not just in English, mathematics and science, although interventions for pupils who fall behind are focused more on those in Key Stage 2 than in the younger classes. Marking, and the quality of pupils' targets, vary in quality. Some marking, especially of 'Big Writing', sets out for pupils, with precision, the next steps in their learning, but this is not a consistent feature of marking throughout the school. In some classes, the marking offers encouragement but not so much practical guidance.

Staff know the pupils very well and this contributes to good welfare arrangements that help to ensure that pupils feel safe and secure at school. All Saints has a high proportion of trained first aiders on its staff, and accidents and minor mishaps are dealt with well. Child protection policies and procedures are kept up-to-date and contribute to the good arrangements for ensuring pupils' safeguarding.

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?

Leaders and staff work together as an effective team. They have a shared commitment to provide stimulating learning opportunities for their pupils and, in the main, they succeed in this aim. The headteacher and leadership team have been particularly successful in forging constructive links with parents, the village community and the parish. Pupils have been introduced to different ways of life abroad through the opportunity they have to learn French and visit France, and through their participation in annual 'international days' focusing, for example, on different European languages. However, they have had relatively few opportunities to learn about and experience the rich tapestry of different cultures and beliefs that make up modern Britain. Within the school, however, equal opportunities are promoted well, with staff taking care, for example, to equally involve girls and boys, and to avoid gender stereotyping.

Despite changes over the years in the younger classes, including changes of staff, standards and rates of progress in Key Stage 1 have proven resistant to the various initiatives tried by school leaders to boost standards. These have continued to lag

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

behind those in Key Stage 2. A factor here has been the monitoring of teaching and learning. Although this has given leaders an accurate picture of the school, it has not focused sharply enough on helping teachers to accelerate progress in their classes or to learn sufficiently from each other's good practice.

Governors are very supportive of the school. Several visit regularly and play a very active role, not just in monitoring provision but even, sometimes, in joining in with the teaching. They ensure that safeguarding arrangements are thorough and meet the latest government requirements.

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	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	2
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

Children start school with skills and capabilities that are broadly in line with those expected for their ages. They make satisfactory progress and their attainment is average by the end of the Reception Year. Children play interactively together and develop in confidence as they learn through a mix of play, activities they choose for themselves, and activities led by adults. Staff keep a careful track of children's progress and the contributions each child makes, for example in whole-class discussion. This is used to plan further activities to help move their learning on. Children mostly listen well to their teachers, but their learning slows when their attention wanes, for example when listening for too long on the carpet. This means that, though adults often model well, such as when demonstrating for children the difference between a rectangle and a square, not all children benefit as much as they could because they are not giving the teacher their full attention. Leaders have introduced a new scheme to boost children's learning of letters, but there is scope for reinforcing this work through more displays

that highlight and remind children of the letters and the sounds that they make.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents who responded to the questionnaire expressed mostly positive views about the school. They especially praised the caring environment it provides for their children. A significant minority of parents voiced concerns over pupils' behaviour in the playground. Inspectors saw good behaviour in lessons and in the playground, with good levels of adult supervision during playtimes, but pupils confirm that there are occasions when outside play can become rowdy.

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 Voluntary Aided Primary School, Great Oakley 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	65	12	32	1	3	0	0
The school keeps my child safe	25	68	11	30	1	3	0	0
The school informs me about my child's progress	21	57	16	43	0	0	0	0
My child is making enough progress at this school	21	57	15	41	0	0	0	0
The teaching is good at this school	22	59	12	32	3	8	0	0
The school helps me to support my child's learning	21	57	16	43	0	0	0	0
The school helps my child to have a healthy lifestyle	25	68	12	32	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)	17	46	15	41	1	3	0	0
The school meets my child's particular needs	21	57	13	35	3	8	0	0
The school deals effectively with unacceptable behaviour	11	30	17	46	4	11	1	3
The school takes account of my suggestions and concerns	16	43	18	49	1	3	0	0
The school is led and managed effectively	24	65	11	30	2	5	0	0
Overall, I am happy with my child's experience at this school	26	70	9	24	1	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 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.



4 March 2010

Dear Pupils

Inspection of All Saints Church of England Voluntary Aided Primary School, Great Oakley, CO12 5BA

Thank you for making us so welcome when we came to visit your school. All Saints is a good school where you make good progress to reach above average standards by the time you leave at the end of Year 6. You do not make quite such fast progress in the younger classes so we have asked your teachers to challenge you more in Reception and Years 1 and 2, so that more of you reach higher levels in the Year 2 tests. We have also asked staff to identify earlier those of you who need extra support with your learning so that you can be given that extra help.

Your teachers make learning fun by giving you interesting things to learn and to do. I was especially impressed with the motorized fairground mechanicals that Year 5 and 6 pupils have made as part of their design and technology work. We were pleased to see how well behaved you are in lessons, but some of you told us that behaviour in the playground is not always as good. If you try hard to behave as well at play as you do in lessons, it will help to make All Saints an even happier place to be.

Staff take good care of you and we have asked them to make sure that all of their marking, and your targets, give you the clear guidance you get from the best, so that you all know exactly what you need to do to improve your work. It will also help you if the success criteria you have in lessons are all sharply focused on what you are expected to learn.

Your headteacher and the leadership team know the school well and have been successful in driving forward the improvements that older pupils have seen over their time at All Saints. We have asked that, when they visit each other's lessons, staff take especial care to look out for ways in which you could be helped to make faster progress.

Our very best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.