

# All Saints' Church of England Voluntary Aided Primary School, Dovercourt

Inspection report

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<b>Unique Reference Number</b>	115203
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338534
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laura Garnham
<b>Headteacher</b>	Susan Worthington
<b>Date of previous school inspection</b>	28 February 2007
<b>School address</b>	Main Road Dovercourt Harwich
<b>Telephone number</b>	01255 502 389
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## **Introduction**

This inspection was carried out by three additional inspectors. During the inspection ten lessons were seen and seven teachers were observed. Inspectors held meetings with staff, leaders, governors and pupils, and spoke to several parents and carers in the playground. Inspectors observed the work of the school and looked at some of the documentation including the school development plan, pupils' work, teachers' planning, curriculum documents and safeguarding information. The inspection team received 57 responses to the parent and carer questionnaires. Pupils in Years 3 to 6 also completed a questionnaire.

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

- how well the school provides for pupils with special educational needs and/or disabilities
- whether the quality of teaching has improved since the last inspection
- what the school is doing to improve writing skills.

## **Information about the school**

This is an average sized primary school. The vast majority of pupils are White British. The percentage of pupils with special educational needs and/or disabilities, mainly behaviour, learning difficulties or autistic spectrum disorders, is about average. The school has achieved Healthy Schools status. The accommodation has been extended since the last inspection.

**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**

**2**

## Main findings

Parents and carers are right when they say that their children are safe and secure at school and that they lead healthy lives. This is because the good quality of care, guidance and support leads to pupils' positive attitudes and good personal development and well-being. Their good behaviour is reflected in their respectful attitudes and the polite and courteous way that they work together. Pupils fully understand the schools' 'no blame' approach to managing challenging behaviour and say it is fair. Pupils know the importance of healthy eating and keeping fit. Although good overall, pupils' spiritual, moral and social development is relatively stronger than their cultural awareness. Pupils say that they enjoy school and parents and carers agree, however attendance is only average because a small minority of pupils do not come to school as often as they should.

Children in the Early Years Foundation Stage get off to a sound start to their education. They benefit from good accommodation, particularly the outdoor area which of high quality. Children do not have sufficient opportunities to practice and develop their early mark making and writing skills because too few activities are provided to encourage these. Pupils make good progress during their time at the school. They make the best progress in the older classes because of particularly good teaching and many accelerate their progress in Years 5 and 6. Attainment is improving. By the time pupils leave the school they attain above average standards in reading, average standards in mathematics and just below average standards in writing from low starting points. Pupils with special educational needs and/or disabilities make as good progress as their peers. All pupils make the best progress in mathematics and reading because of the strong emphasis placed on these areas by teachers, parents and carers and because the curriculum makes a significant contribution to both subjects. Provision to improve writing is developing but is not yet fully embedded across the school, particularly in some of the younger classes. Marking improves as pupils get older but it is inconsistent and does not always help pupils to know their next steps.

Leaders at all levels are focusing rigorously on improvement. Writing is being regularly monitored and though there is more to do, pupils are beginning to make the progress expected of them. Leaders are working rigorously to improve the attendance of those who do not come to school regularly. Governors are supportive and are aware of the schools' strengths and weaknesses but their strategy for community cohesion does not fully promote pupils' awareness of the cultures and lifestyles that make up modern Britain. There has been good improvement in all aspects since the last inspection, reflecting the school's good capacity to sustain improvement. Teaching has improved and standards are rising. Strong partnerships, particularly the one with local schools

known as COAST-ed, are having a very positive impact on outcomes for pupils. Accurate self-evaluation through a rigorous monitoring programme has ensured that leaders know what the school does well and what needs to be improved further.

## What does the school need to do to improve further?

- Improve writing skills across the school by:
  - embedding the new approaches to teaching writing in all classes
  - ensuring that marking tells pupils how they should improve
  - providing increased opportunities for children in the Early Years Foundation Stage to take part in early writing activities, both in the classroom and in the outdoor learning area.
- Develop the strategy for promoting community cohesion so that pupils have more opportunities to learn about the different cultures and lifestyles in modern British society.
- Work closely with pupils, parents, carers and support agencies to improve the attendance of the few pupils who do not come to school often enough.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well in most areas and make good progress from their starting points. The percentage attaining the higher levels in reading and mathematics is above average. Pupils make good progress in information and communication technology (ICT) and use these skills to undertake research and to present their work in many other subjects. For example, during the inspection pupils in Year 6 used their ICT skills well to find out about the Aztecs as part of a combined literacy and history topic in which they were required to prepare a radio or television broadcast. Because they were very interested in the task and because of their good reading skills and high quality resources they achieved very well and displayed very good understanding of life in those times. Their research and use of ICT helped to improve their writing.

Pupils confirm that they feel safe and secure at school. They say they feel listened to and have confidence in adults. They behave well and work effectively with their peers. For example, during the inspection pupils in Year 2 improved their social skills as they talked to each other about seaside holidays, comparing them with holidays in times past as part of their history topic. They listened respectfully to their partners' ideas showing their good behaviour. Pupils' good understanding of healthy eating was evident at lunchtime as they made healthy choices. Most brought a piece of fruit in their lunch boxes. They take regular exercise and attendance at sports clubs is high. Pupils contribute well to the school taking on many simple responsibilities with older pupils taking care of younger ones. Links with the local community are positive and pupils regularly take part in church services, raise funds for charity and perform for local people. They recently took part in the local town Carnival for example, creating many exciting resources as part of their efforts, which now adorn the entrance hall at the

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school. Their links with the wider British community are more limited. Not all pupils have enough opportunities to develop their understanding of different communities and lifestyles through links with schools in other parts of the country. Nonetheless, pupils in Year 5 have a good understanding of the lives of those living in Ghana as a result of their positive and productive link with a school there. They eagerly talk about this experience. Workplace skills, though satisfactory, are improving because standards are rising but not all pupils attend school often enough.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The better teaching is characterised by effective questioning, regular use of ICT, accurate and diagnostic marking and exciting lesson content that links subjects together and gains pupils' interest. This was particularly evident in Year 3 where ICT was used effectively to secure pupils' good awareness of internet safety as they learned how to send emails with an attachment. In Year 5, pupils used ICT well to research evidence about volcanoes in preparation for a writing task. Good questioning by teaching assistants ensured that each group understood key vocabulary linked to the topic. The

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

assessment of pupils' skills is effective and shows clear evidence of their good progress from their starting points. The quality of marking is variable. It does not always help pupils by identifying ways to improve their writing, in particular.

The curriculum makes a positive contribution to pupils' good progress, particularly in mathematics and reading. Recent new developments have improved provision for the development of key skills, including writing. A programme of 'talk for writing' has been introduced into the younger classes although it is the early stages and not yet fully functional. Older pupils have started a programme known as 'model mapping,' which is effective in helping them to prepare and plan their ideas before they begin their writing tasks. This is having a positive impact on writing skills in Years 5 and 6. Enrichment activities are widespread and contribute very well to pupils' enjoyment. Older pupils for example have recently returned from a residential trip to London, which they really valued.

Good care, guidance and support promote a welcoming ethos for all groups of pupils. Effective arrangements for those with special educational needs and/or disabilities ensure that they are well provided for. Transition arrangements are particularly strong with many activities planned through the COAST-ed partnership to ensure that pupils feel secure about their move to secondary school. Additional activities for gifted and talented pupils for example are a strength ensuring that this group achieve their potential. Leaders are working effectively with parents and carers to improve attendance.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher has a clear vision for the future of the school. Good new programmes have been introduced to improve writing and there is clear evidence that these are just beginning to have an impact on improving pupils' skills. Teaching has improved since the last inspection because of rigorous monitoring and good levels of support.

Experienced teachers for example, regularly model different techniques to support their colleagues. The school works well with parents, carers and partners. Sports activities as well as joint visits and provision for different groups are supported well through the partnership with other local schools. The school promotes equality well and positively tackles discrimination as demonstrated by the way it works hard with support services to maintain pupils who exhibit challenging behaviour. Many governors are new and are

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working to develop their roles. They are regular visitors and just beginning to challenge leaders about their decisions. Statutory requirements are fully met and arrangements for safeguarding pupils, including child protection procedures and checks on all adults working in the school, are rigorous and regularly reviewed. The school site is particularly safe and secure. The schools' strategy for community cohesion is developing appropriately though there are no links with schools in the United Kingdom. Particularly strong local links ensure that pupils are fully involved in local events with the Church and the town.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children settle happily in the Reception class, obviously enjoying coming to school and showing enthusiasm for their tasks. In discussion with inspectors several parents and carers confirmed this. Children show high levels of confidence and feel safe and secure. This is evident from the way they eagerly enter the classroom and chatter to adults. Children show good imagination in their play. They select activities quickly and persevere with their tasks. Their progress in their academic skills is satisfactory, entering largely at expected levels, although in calculations and reading their skills are just below those expected and in writing are well below expected levels. By the time they leave the Reception class to join Year 1, children have made at least satisfactory progress. Many make good progress in reading, numbers, physical development and personal, social and emotional development. Their skills in writing are weak because there are too few opportunities both in the classroom and outdoors for early writing and mark-making



activities. Children behave well and understand the importance of eating fruit every day. Leadership is satisfactory. Although there have been several changes in staffing over the past few years, high levels of support have been provided by the school and the local authority. This is just beginning to have an impact but leaders agree that the outdoor area still requires improvement to encourage boys in particular to write. They recognise that assessment requires a more rigorous approach. Children's achievements are regularly recorded in photographic and note form but their 'Learning Journeys' do not identify their next steps or clearly show how much progress children make over time.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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 and carers are supportive of the school. Almost all of those who responded to the inspection questionnaires said that their children enjoy school and that the school keeps them safe and helps them to lead healthy lives. 'I am so impressed with my child's progress this year and I am very happy and impressed with the teaching,' wrote one parent. 'I feel that the school really nurtures the children and the pastoral care received is excellent,' is another typical comment received. A small minority do not think that the school deals effectively with unacceptable behaviour. Inspection evidence found behaviour at the school to be good and any unacceptable behaviour to be well dealt with by staff. Pupils agree that staff manage behaviour well and that any incidents are resolved promptly and fairly.

## 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, Dovercourt 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	51	27	47	1	2	0	0
The school keeps my child safe	28	49	27	47	2	4	0	0
The school informs me about my child's progress	16	28	37	65	3	5	0	0
My child is making enough progress at this school	22	39	28	49	4	7	0	0
The teaching is good at this school	30	53	21	37	2	4	0	0
The school helps me to support my child's learning	20	35	31	54	5	9	0	0
The school helps my child to have a healthy lifestyle	26	46	30	53	1	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)	16	28	35	61	1	2	0	0
The school meets my child's particular needs	20	35	33	58	3	5	0	0
The school deals effectively with unacceptable behaviour	11	19	29	51	8	14	4	7
The school takes account of my suggestions and concerns	12	21	36	63	7	12	0	0
The school is led and managed effectively	22	39	25	44	5	9	2	4
Overall, I am happy with my child's experience at this school	27	47	23	40	3	5	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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

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

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

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

## Common terminology used by inspectors

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



15 July 2010

Dear Pupils

Inspection of All Saints' Church of England Voluntary Aided Primary School, Dovercourt,  
Harwich CO12 4HT

Thank you for your help during our recent visit to your school. We enjoyed meeting you. This is to tell you some of the things we found out about your school.

You told us that you enjoy school and that you feel safe and secure.

You lead healthy lives and make lots of healthy choices about the food you eat.

You make good progress in your lessons and you do particularly well in reading and mathematics.

You behave well in and around the school and older pupils help younger ones.

You told us how much you enjoy the visits and residential experiences that leaders provide for you.

Teachers look after you and provide some exciting activities that keep you interested.

We are asking your leaders to do three things to help your school become even better.

To improve writing skills for all pupils, including the youngest children in the Reception class. You could all help with this by working hard on your writing tasks.

To improve links with schools in other parts of the United Kingdom so that you learn about different lifestyles and cultures.

To help you all come to school as often as possible. You could help by making sure you attend every day unless there is a good reason not to.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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