

# All Saints Church of England Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	117472
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	339014
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Philip Mann HMI

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Fardell
<b>Headteacher</b>	Saints Church of England Primary School and Nursery
<b>Date of previous school inspection</b>	1 January 2007
<b>School address</b>	Parsonage Lane Bishop's Stortford Hertfordshire
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff, groups of pupils, and parents. They observed the school's work, and looked at pupils' books, displays around the school, documentation related to the curriculum, the safeguarding of pupils and 98 parental questionnaires.

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

- the achievement of all pupils across the school in writing and mathematics
- the quality of teaching and learning to ensure that lessons are sufficiently challenging
- the use of tracking data to monitor pupil progress and raise standards
- the impact of subject leadership on the quality of provision and on pupil outcomes.

## Information about the school

This is a smaller than average primary school. Most pupils are from a White British background. A very small minority of pupils speak English as an additional language and a few are at an early stage of English acquisition. The proportions of pupils with special educational needs and/or disabilities, and those eligible for free school meals, are below average. The school holds an award for its environmental work. There is a breakfast club managed by the governing body and a wide range of extended school activities available.

**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

Many parents say that this is a good school and inspectors agree with them. In fact there are several outstanding features. Outcomes overall are excellent because of good teaching and a well planned curriculum that is enriched by an extensive range of extra activities. Weaknesses noted at the previous inspection have been tackled well. The school demonstrates good capacity for further improvement because dips in performance have been effectively reversed but this improvement is yet to be sustained over time.

All pupils achieve well and especially in the basic skills of literacy and numeracy. Pupils say they love coming to school and this is reflected in their excellent attitudes towards learning and good attendance. Behaviour in lessons and around the school is excellent because of good or better teaching, the very positive climate for learning and an excellent personal, social and health education programme. Participation rates in physical activity after school are very high. Pupils demonstrate a keen sense of spirituality in all they do through thinking deeply about the world issues of the day and through assemblies and other religious experiences. Pupils demonstrate a good awareness of their own cultural heritage through subjects such as art, history and music. Their understanding about their place within a multicultural society is more limited because they have little opportunity to work with pupils of other faiths and backgrounds.

Good or better teaching provides pupils with many interesting learning experiences in lessons to motivate and challenge them. Pupils are prepared well for the next stages of their education and adult life through the use of equipment such as digital cameras and computers. However, teachers sometimes miss the opportunity to use laptops to support learning in subjects such as English and mathematics.

Staff demonstrate the highest levels of care, support and guidance for pupils. Safeguarding procedures are very robust and applied with rigour. The school is very inclusive and makes every effort to ensure that the needs of all pupils are met. The quality of teachers' marking is excellent. Pupils' progress is monitored very carefully and data are used well to target specific support for individuals and small groups of pupils with special educational needs and/or disabilities.

Good leadership and management are supported by accurate self-evaluation. Since the appointment of a new leadership team this school has gone from strength to strength. The headteacher sets very high expectations for both staff and pupils alike. His vision for improvement is widely shared amongst the senior leadership team, governors and staff. Teamwork is now a very strong feature. The monitoring of teaching and learning

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by the headteacher is robust and reflected by improvements in pupils' learning and outcomes. However, not all teachers with a management responsibility have had the opportunity to observe lessons and work alongside colleagues to improve learning in all subjects. This limits the sharing of best practice and the school's ability to raise standards further.

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

- Improve the pupils' cultural understanding by:
  - extending the school's contribution to community cohesion
  - increasing the school's involvement with a variety of communities from different faiths and backgrounds within the United Kingdom
  - taking every opportunity to include multicultural experiences within the curriculum.
- Ensure that teachers plan more opportunities for pupils to use information and communication technology as a tool for learning in other subjects and especially in English and mathematics.
- Extend the monitoring of lessons to involve subject leaders so that they can share their expertise more effectively with colleagues.

**Outcomes for individuals and groups of pupils****1**

Lesson observations confirm that all pupils are very enthusiastic learners and keen to do well. From above-average starting points at the end of Reception they make good progress across the school in the core subjects of English, mathematics and science to attain generally well above average standards by the end of Year 6. Previous dips in performance have been successfully reversed and a trend of sustained improvement is now becoming evident in pupils' achievement. The school demonstrates an ability to meet challenging targets. Previous gaps in the achievement of boys and girls have been eliminated and pupils with special educational needs and/or disabilities make good and sometimes rapid progress in their work.

Pupils demonstrate excellent knowledge and understanding about how to stay healthy through what they eat. As they get older, pupils become increasingly aware about how to stay safe in the school and beyond, for example by looking after each other in the playground and by walking in a very orderly manner to the local church. All pupils show a strong sense of community involvement and citizenship through participation in the school council, raising money for national charities and the donation of gifts to children abroad who are less fortunate than themselves.

*These are the grades for pupils' outcomes*

<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.

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

### How effective is the provision?

The quality of teaching and learning is good. Good teaching was seen in most lessons with nothing inadequate observed. These good lessons are planned well, activities are matched effectively to the ability of pupils and progress is good. In the small number of lessons where outstanding practice is evident, learning activities thoroughly capture the imagination of all pupils in the class. This is because resources such as interactive whiteboards, stimulating activities and artefacts are used very effectively to illustrate key teaching points. Well-chosen questions challenge pupils' thinking, and tasks are very carefully matched to the ability of pupils. More able pupils thrive in such lessons by producing work of a high standard in their books. However, sometimes opportunities are missed to use available laptops as a tool for learning in literacy and numeracy lessons.

The quality of ongoing assessment, marking and guidance for pupils is excellent. It is especially so in Key Stage 2, where teachers mark pupils' work with considerable attention to detail. The teacher often invites pupils to respond during the next lesson with a different coloured pen. Pupils value this because it clearly identifies what they need to do next and gives them a chance to improve. Discussions with pupils and scrutiny of their books confirm that this personalised approach to marking has a significant impact on pupils' achievement.

The curriculum is broad and balanced with a strong emphasis on the development of literacy and numeracy skills. Good opportunities are planned to make links between different subjects to bring relevance to learning. Personal and social development is covered very well through a comprehensive programme.

The level of care, guidance and support given to pupils is outstanding. Very close

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attention is paid to the most vulnerable pupils who quickly grow in confidence. Pupils' progress is tracked systematically and used very well to narrow any gaps in achievement through well-designed support programmes.

*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	1
<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>1</b>

**How effective are leadership and management?**

Leadership and management are good. The headteacher's very clear vision, effectively shared with all staff, is firmly rooted in the improvement of teaching and learning and raising standards. The creation of an effective senior leadership team provides good capacity to take the school forwards rapidly. Teamwork is a real strength within this school and all staff have a desire to improve the quality of pupils' learning experiences. The monitoring of teaching and learning by the head teacher is systematic and accurate. Findings are used well to drive forward improvements and raise standards further. As a result, the issues related to pace and challenge seen in lessons at the last inspection have been successfully resolved. However, not all staff with a management responsibility have yet had the opportunity to observe lessons or work alongside colleagues.

Governance is effective. Individual governors make a good contribution to self-evaluation and school improvement through their regular visits to the school, discussions with subject coordinators and observations of pupils working in class. Safeguarding procedures are excellent and the recruitment and vetting of staff are robust. The partnership between parents and the school is very strong and positively contributes towards pupils' achievements. Provision is further enhanced through excellent partnership arrangements with the local church, other outside agencies and schools. Planning for the promotion of community cohesion is good and recognises the need to give pupils a better understanding of their place within a diverse society. Financial management is efficient and resources are used well to support pupils' learning.

*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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The quality of provision is good. All children in both the Nursery and Reception classes make good progress in all areas of learning because of good teaching and a well planned curriculum. Good planning for all aspects of learning is consistent with government guidance for teaching children in the Early Years Foundation Stage. Strong emphasis is placed on the imaginative use of the well-designed outdoor play areas to provide all children with good opportunities to learn through creative play. Teamwork across both year groups is a very strong feature of provision. Joint planning and sharing the teaching of activities allows those with less experience to work alongside very experienced and talented nursery staff to provide learning experiences of high quality. For instance, the integration of Nursery and Reception children every day for child-initiated play facilitates good transition arrangements, the efficient use of physical and human resources, and the development of an exciting curriculum for all children. The level of care, guidance and support for children is outstanding. Assessment is a strength because all staff participate in the ongoing observations of children's progress and the recording of significant 'milestones' in their learning. Relationships are very positive between adults and children and between the children themselves. Behaviour is good but sometimes the children's over-enthusiastic responses to questions go unchecked by adults. This limits the overall success of some adult-directed activities. Leadership is good and is effectively promoting improvement. The monitoring of planning is good but evaluation of teaching and learning is at an early stage of development. However, Reception teachers new to their role this term get clear guidance, training and support to provide them with the necessary skills and expertise to teach in this key stage. Their progress is rapid but they are yet to demonstrate practice that is firmly rooted in expert knowledge of the Early Years Foundation Stage curriculum.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 vast majority of parents are pleased with the overall quality of provision and the progress that their child is making. A very small number of parents expressed some concern about pupil behaviour and how adults deal with it. Inspection evidence confirms that the behaviour both in lessons and the playground is excellent and that any unacceptable behaviour is managed quickly and with sensitivity.

## 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 and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	60	32	33	2	2	0	0
The school keeps my child safe	57	58	36	37	0	0	0	0
The school informs me about my child's progress	39	40	51	52	2	2	0	0
My child is making enough progress at this school	40	41	48	49	4	4	0	0
The teaching is good at this school	47	48	44	45	1	1	0	0
The school helps me to support my child's learning	47	48	44	45	2	2	0	0
The school helps my child to have a healthy lifestyle	49	50	41	42	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)	46	47	37	38	3	3	0	0
The school meets my child's particular needs	48	49	39	40	4	4	0	0
The school deals effectively with unacceptable behaviour	36	37	44	45	6	6	1	1
The school takes account of my suggestions and concerns	39	40	47	48	3	3	0	0
The school is led and managed effectively	48	49	41	42	1	1	0	0
Overall, I am happy with my child's experience at this school	58	59	31	32	2	2	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"> <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.**



12 October 2009

Dear Pupils

Inspection of All Saints CE Primary School and Nursery, Bishops Stortford, Hertfordshire, CM23 5BE

I would like to thank you all on behalf of the inspection team for making us feel so welcome. We really enjoyed visiting your school and we were so impressed with your excellent behaviour and attitudes towards learning. You clearly enjoy being at school and we enjoyed talking to you about your experiences.

We all noticed how hard you work in lessons. This is because the teachers and other staff work very well together to make lessons interesting for you. We saw many good lessons during our visit. Some of the lessons we saw were outstanding! This is because these teachers really inspire you to learn and tell you clearly what you need to do next to improve. We were also very impressed with how the teachers mark your work and how they involve you in setting targets for you to do even better. The success of this is shown in how well you are all doing in your writing and mathematics. You are also becoming good at using digital cameras and the computers. However, sometimes the teachers do not always make best use of this equipment to make your lessons as interesting as possible. This is something that they are going to work at in the future.

The school is led well and all the staff work hard as a team to make sure that you are looked after and helped to do well at school. Many improvements are as a result of your headteacher watching teachers working with you. In the future there will be more opportunity for the teachers to watch lessons so that they can help each other to be even better. There are many opportunities for you to be involved in the local community. As you grow up it is important that you begin to understand more about the backgrounds and lifestyles of others so that you are fully prepared for secondary school and your future adult lives. In future, teachers will take every opportunity to do this for you when they can.

Thanks again for making us so welcome and I wish you all the very best in the future.

Yours faithfully

Philip Mann

Her Majesty's Inspector

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