

All Saints Church of England Primary School

Inspection report

Unique Reference Number	118185
Local Authority	Isle of Wight
Inspection number	339160
Inspection dates	19–20 January 2010
Reporting inspector	Michael Pye

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	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Peter Baggott
Headteacher	Anita Wilcox
Date of previous school inspection	2 February 2007
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Introduction

This inspection was carried by two additional inspectors. The inspectors visited five lessons and some part lessons, taught by five different teachers. They held meetings with the chair of governors, teaching and other staff, the school council and parents. They observed the school's work and looked at lesson and curriculum plans, health, safety and safeguarding documentation as well as data relating to the pupils' progress and standards. Completed questionnaires from staff and pupils, together with 45 replies from parents, were also scrutinised.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question '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)' is not recorded in the report

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

- the progress of different pupil groups, particularly girls, boys, higher attainers and pupils with special educational needs and/or disabilities
- the impact of leadership at all levels, including governors
- the quality of teaching and learning in reading and mathematics and how well teachers plan work that meets the needs of pupils of different abilities, particularly higher attainers
- the effect of the school's work in areas such as personal development, the Every Child Matters agenda and aspects of care, guidance and support.

Information about the school

This is a smaller than average primary school situated in a rural town in the west of the island. Some pupils come from relatively isolated country areas. Three pupils have a statement of special educational needs. However, the proportion of pupils with special educational needs and/or disabilities is broadly average; the majority of these have moderate learning difficulties. Pupils come from predominantly White British backgrounds. There is a privately run pre-school based in the school grounds. The school has been nationally recognised through the Healthy Schools and Activemark awards. The current headteacher was appointed in May 2009.

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 improving school provides a satisfactory education with good aspects in relation to inclusion, pupils' personal development, their understanding of how to remain safe and healthy, and in care, guidance and support. There are also signs of improving standards and progress. This is the result of the determined leadership of the headteacher, whose is prepared to seek external advice and forge productive partnerships which are having a beneficial effect. Additionally, through the newly established progress meetings, there is an increasing level of accountability amongst staff.

Pupils behave well and adopt increasingly positive attitudes towards work. Good use of various behaviour strategies helps ensure that relationships are very positive; pupils want to do well.

Pupils progress satisfactorily and standards are average. This reflects the quality of teaching, which is satisfactory overall but is stronger for older pupils. There exist inconsistencies in the pace of lessons and teachers' expectations of pupils' work, in terms of quality and quantity. Similarly, some good marking is evident but not all pupils are made aware of the next challenge in their work. Consequently pupils' progress slows.

Much good work has been done to improve the skills of coordinators. They use detailed assessment data to identify, and provide support for, pupils who require additional help. They are involved in monitoring, evaluating and identifying areas for future development. However, the analysis of their findings is not yet rigorous enough and development plans require more specific criteria for success. The drive to improve attendance has been successful and reflects the commitment to improvement. This, together with improved standards in 2009 at the end of Year 2, and in the number of higher levels attained by pupils at the end of Year 4 indicates a satisfactory capacity for future improvement. A further success of leadership has been in the improvements to the learning environment. Good displays throughout the school help challenge pupils and provide valuable aids to learning. Reception children are happy and have access to an outside area. However, this is relatively small and the lack of a covered area limits opportunities for children to play and for them to use a full range of resources.

What does the school need to do to improve further?

- Improve pupils' academic standards and achievement through ensuring that all teachers:
 - have high expectations of the quality and quantity of all pupils' work

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- offer marking that makes clear to pupils the next step in their learning
- provide an appropriate range of activities in lessons that meet the different learning styles of pupils
- ensure lessons have good pace and provide appropriate challenge for pupils of different abilities.
- Ensure that all leaders and managers rigorously analyse the outcomes of their monitoring and consequently provide development plans that:
 - have clear measurable criteria against which the school can judge the success of their actions
 - clearly show how they meet the overall objectives of the whole-school development plan.
- Extend the outdoor area in the Early Years' Foundation Stage and improve resources

Outcomes for individuals and groups of pupils**3**

Children enter Reception with skills and knowledge broadly in line with expectations. There is a consistent picture of weaknesses in communication and language skills. To improve matters the school is working with its partners to ensure a continuity of approach. Currently pupils, including those with special educational needs and/or disabilities, progress satisfactorily and attain standards in line with expectations by the end of Year 4. A parent wrote, 'My child thoroughly enjoys going to this school'. Such enjoyment was apparent during a mathematics lesson where pupils responded with obvious enthusiasm to the opportunity to demonstrate their understanding of multiplication using the interactive whiteboard. In a Year 4 literacy lesson, one pupil said, 'That was fun!' after being asked to separate fact from opinion in a police report. In the Year 2 2009 national assessments, pupils' overall attainment was above average standards. This reflected satisfactory progress. Writing and mathematics were the strongest subjects, with reading the weakest. Girls particularly failed to gain the expected higher levels, and this is now a focus for the school. By the end of Year 4, pupils had progressed soundly attaining broadly typical levels. The current picture in Year 4 is more encouraging, with most pupils on track to meet their targets and for some pupils, evidence of good progress.

Pupils have a good understanding of how to stay healthy and safe, reflecting the work done by the school in achieving the two national awards. Pupils' overall contribution to the community is satisfactory. They make a positive contribution to the community when acting as school councillors and when acting as hosts to elderly people from a nearby home. The level of basic skills such as literacy, numeracy is average. The pupils have some good opportunities to participate in teams; for example, in sports day and gardening club, members worked well together to raise money to 'buy a cow' for people less fortunate than themselves. However, there are limited opportunities for pupils to consistently access enterprise activities.

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

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	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The secure subject knowledge of teachers leads to some good class discussions. When a limited range of activities are planned and too much of pupils' time is spent sitting listening, the pace of the lesson wanes, concentration levels drop and progress slows. Inconsistencies exist in the expectations of teachers regarding the quantity and quality of the work asked of pupils as well as levels of presentation. Pupils do have a clear idea of what they are expected to learn during the lesson, although the next steps in their learning are not made as clear in some marking. The best planning meets the needs of pupils of different abilities but this is inconsistent; for example, the overuse of worksheets limits progress. A good range of stimulating and challenging activities was observed in a Year 4 lesson. These engaged pupils and met their different learning styles and needs. This, too, is not consistent throughout the school.

The curriculum is evolving with an increased emphasis on skills and creative opportunities. Topics such as 'Sea' and 'Castles' link history, literacy and numeracy, music and geography, thus allowing pupils to apply their skills and knowledge across various subjects. Pupils tell of enjoying visits to places such as Carisbrooke Castle. Their

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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emotional needs are well met through regular personal, social and health education lessons and circle time. The school acknowledges the need to further develop even more practical problem-solving opportunities in mathematics, as well as maximising the use of the outdoor spaces for education purposes.

Pupils say they feel safe, respected and well cared for. The Parent Council is one strategy that encourages parents and carers to participate in school. The good effort put into the space theme 'modelling' homework by younger pupils and their families reflects the increasing success the school is having in forging such links. There is scope for more information to be sent home about how parents and carers can support their children's learning. Similar positive links exist with a wide range of external agencies. These benefit pupils, particularly those who are vulnerable. Pupils with special educational needs and/or disabilities benefit from some specialist teaching assistant support. However, not all lesson planning gives sufficient guidance about how assistants can adopt a more proactive role in lessons and link the learning to the targets in the pupils' individual support plans.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Parents comment on the positive effect of initiatives introduced by the current headteacher, particularly in communication, the approach to behaviour and improved resources and learning. Using the local cluster of schools links, improvements have been made in the use of assessment to aid planning and to identify pupils' progress. The school has witnessed a record take-up of the 'Family Learning' opportunities on offer at the school. Responsibility for monitoring is shared widely, although not all evaluation is sufficiently rigorous. Development plans consequently do not have focused criteria that allow the school to clearly identify where its actions have been successful. The use of the local authority's intensive support programme is also showing signs of improving the quality of teaching, although the rate of change requires further quickening in order that pupils progress accelerates. There is a satisfactory commitment to equality, with the school focusing on reducing further any gaps between boys' and girls' attainment. Analysis of the school's work to promote community cohesion has resulted in the identification of the need to further develop national and international links. Safeguarding measures are in place with the checks on adults' suitability to work with children a priority. Governors, well led by the committed chair, visit regularly and have

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taken good measures to become more visible to parents. An insufficiently established cycle of observations means that not all governors have a deep enough knowledge of the school.

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	3
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

A parent wrote, 'My child has only been at the school since September, he loves it, we love it, everyone is happy!' This reflects the positive nature of relationships and helps explain the good progress children make in their personal development. The environment is bright and when role playing in the post office, children share ideas and resources well and show their enjoyment. Children enter with skills and knowledge that are broadly as expected. The school focuses on improving aspects of literacy and communication which are consistently the weaker aspects of children. By the time they enter Year 1, the children have made sound progress as a result of consistently satisfactory teaching and they meet standards in line with expectations. There is scope in lesson planning to identify more clearly what learning is expected of pupils in the external area. The outdoor area is limited in size and consequently a full range of resources cannot be used.

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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

The majority of parents are in agreement that they are happy with their child's education. A minority expressed the view that the school did not take account of parents' suggestions. No evidence for this was found by inspectors and it was judged that the school's efforts to communicate with parents are good. A similar small number had some concerns over behaviour. Inspectors, after looking at behaviour logs, observing pupils in lessons and around the school judged behaviour as good.

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 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 44 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	17	40	26	60	1	2	0	0
The school keeps my child safe	18	42	25	58	0	0	0	0
The school informs me about my child's progress	13	30	27	63	3	7	0	0
My child is making enough progress at this school	22	51	20	47	1	2	0	0
The teaching is good at this school	13	30	28	65	1	2	0	0
The school helps me to support my child's learning	17	40	23	53	3	7	0	0
The school helps my child to have a healthy lifestyle	18	47	24	56	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	16	37	26	60	1	2	0	0
The school deals effectively with unacceptable behaviour	11	26	22	51	4	9	0	0
The school takes account of my suggestions and concerns	13	30	26	60	4	9	0	0
The school is led and managed effectively	17	40	24	56	2	5	0	0
Overall, I am happy with my child's experience at this school	20	47	21	49	3	7	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.



21 January 2010

Dear Pupils

Inspection of All Saints Church of England Primary School, Freshwater PO40 9AX

Thank you for your kind welcome when we visited your school. You wanted to tell us about your school. We listened carefully and agree that things are improving. Your school provides you with a satisfactory education ' this means that it does some things well but other things could be better.

The good things included the care and support you receive. You also told us that you felt looked after and safe, and that you know who to go to if you have a problem. The school helps you develop well as young people. You have a good knowledge of how to keep healthy and safe and you behave well. Most of you said you enjoy school and your attendance has certainly improved. Well done!

The school is also good at using people from outside to help you. The things the school has done to improve contact with your parents are also good. As you know, the newsletter has been changed, there is now information about the changes to the school, and your parents have a council to allow them to explain their views, just like you. I found my talk with the school councillors very helpful ' thank you and good luck in spending the money from the local supermarket you helped to open.

For the school to further improve their area number of things it has to do. We have asked that the adults concentrate on making sure that in all lessons you have challenging work and a good variety of things to do. We have also asked that the adults in charge of subjects look more closely at the effect of any changes they introduce on your progress and work standards. Finally, we feel that the outdoor area for Reception children could be made bigger and improved. The school is going to look at this.

Thank you again and we wish you all the very best for the future.

Yours sincerely

Michael Pye

Lead Inspector

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