

# Waddington All Saints Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120504
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339713
<b>Inspection dates</b>	14–15 June 2010
<b>Reporting inspector</b>	John Paddick

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julia Vause
<b>Headteacher</b>	Mr Paul Martin
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	Mere Road Waddington Lincoln
<b>Telephone number</b>	01522 820099
<b>Fax number</b>	01522 820101
<b>Email address</b>	paul.martin@all-saints.lincs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 June 2010
<b>Inspection number</b>	339713

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and scrutinised a wide variety of examples of pupils' written work. Of the 15 teachers in school during the inspection, 12 were observed in class, several more than once.

Inspectors held meetings with governors, teachers and classroom assistants and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, governors' minutes, the school development plan and records of pupils' progress. They analysed 93 questionnaires from parents and carers, 76 from pupils in Years 3 to 6 and 25 from members of staff.

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

- current standards of pupils' work in Years 5 & 6 in mathematics and science
- progress being made by different groups of pupils, particularly those who have special educational needs and/or disabilities and those who are gifted and talented
- the quality of marking and the tracking of pupils' progress
- the progress that the school has made in developing its provision for community cohesion.

## Information about the school

Waddington All Saints Primary School serves the village of Waddington on the outskirts of Lincoln. It is much larger than average for its type. Around 80% of the pupils come from RAF Waddington. This means that around 20% of the school's pupils either move to the school or leave each year. Almost all pupils are from White British backgrounds and the proportion whose first language is not English is extremely low. A very low proportion of pupils are known to be eligible for free school meals. A below average proportion have special educational needs and/or disabilities, but the proportion with a statement of special educational needs is broadly average. The school has gained the ECO School award, Artsmark Gold award and has achieved Healthy School status.

**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

All Saints Primary School provides its pupils with a good quality of education. The strong and effective focus on pupils' academic progress and personal development ensures that they achieve well. The school's capacity for further improvement is good because standards are rising, self-evaluation procedures are largely accurate and most aspects of assessment and lesson planning have improved since the previous inspection.

Good teaching, combined with the setting of challenging targets, enables pupils to make good progress all the way through the school. Pupils reach well above average standards by the time they leave Year 6. This represents good achievement because they join Reception with average levels of skill and personal development. It is to the school's great credit that above average standards are being maintained when many pupils' education is somewhat disrupted by postings into and out of RAF Waddington. Pupils enjoy being at All Saints and respond very well to all of the really caring adults who work with them. By the time they come to the end of Year 6, pupils are well prepared for transfer to secondary school and later life.

Most features of the school's provision are of good quality and sometimes better than that. For example, there is an excellent system for the tracking of pupils' attainment and progress. It quickly identifies any pupil who is not making at least good progress. However, the marking of pupils' work varies in quality from being detailed and helpful to being completely absent. This means that basic errors are not always being picked up and pupils are not always sure how they are getting on.

The school runs smoothly on a day-to-day basis. It provides a harmonious atmosphere in which pupils can mix and learn happily together. High levels of support are always on hand and enable pupils to feel secure and safe. As a result they are very keen to attend as often as possible. The constantly evolving and creative curriculum presents basic skills to pupils effectively at the same time as it widens their knowledge and understanding in a wide range of different subjects and topics. However, pupils' direct links with people from other countries and cultures, although developing according to plan, are still relatively limited.

Parents are largely very happy with the experience that the school provides for their children, but a significant minority do have some concerns. The main reason for this is that they are not receiving enough timely information to explain the reasons for changes in staffing or how to help their children with their learning at home.

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

**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

- Raise the quality of the marking of pupils' work by:
  - ensuring that the good practice in the school is replicated in all classes
  - indicating whether pupils are reaching their targets
  - making clear to pupils how they can improve their work.
- Increase the number and quality of direct community links that pupils have with people from other countries and cultures.
- Ensure that parents are fully informed about staffing changes, and are provided with more information so they can be full partners in their children's learning.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy coming to school and display good attitudes in class. They are attentive in lessons, work hard and have very productive relationships with their teachers. Behaviour is good in lessons and around school at break and lunchtime. Pupils feel that members of staff deal effectively with any bullying on the rare occasions that it occurs and that they feel safe in school. They have a very good grasp of what healthy and sustainable living involves and most are keen to eat and drink what is good for them and participate in sport. These features are reflected in the achievement of Healthy School status and the Eco award. Opportunities to take responsibility in school and in the locality are eagerly accepted. Examples include the ways in which pupils take leading roles in assemblies, raise money for charity and become involved in green issues in the village. Pupils' excellent attendance strongly supports their good progress.

Achievement is good because all groups of pupils make good progress with their learning and personal development as they move from Reception to Year 6. This applies equally to girls and boys, gifted and talented pupils and those with special educational needs and/or disabilities. In the current Year 6, standards are substantially above average in English and mathematics and slightly above average in science. Pupils' work is extensive and generally presented well. It shows that they are confident in applying their skills with number and writing to the production of accounts of their experiences, planning and conducting experiments in science, producing graphs and solving problems. The quality of pupils' work moves further beyond average standards the longer they are in the school.

*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.

**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

<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>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>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

A calm yet productive learning atmosphere pervades the school because teachers manage their classes well. This means that pupils can concentrate on their work without distraction and participate effectively in discussions. Lessons are usually conducted at a good pace so that time is used well and pupils learn quickly. Teachers explain work clearly and use a variety of approaches to ensure that pupils maintain concentration. For example, they use electronic whiteboards well to present lesson objectives, success criteria, text, diagrams and visual stimuli. Occasionally, however, the rate of learning slows when teachers talk too much and dominate proceedings for too long rather than getting pupils actively involved with learning.

The curriculum is good with several outstanding features. It enables all groups of pupils to improve their basic skills at a good rate, often through links with a wide range of subjects and topics. For example, it enables them to develop their computer skills quite naturally and quickly while they are working in many of the subjects that they study. An excellent feature is pupils' successful introduction to French and Spanish. Pupils' personal development is promoted extremely strongly through a range of visits and sporting activities, and participation in assembly and residential experiences, although they have limited direct exposure to wider world cultures and beliefs.

Good care, guidance and support firmly underpin the good progress that all groups of pupils make in their academic work and personal development. There is an extremely strong and consistent caring ethos running throughout the school. Pupils are all known extremely well as individuals and when necessary they receive good quality personal attention that helps to dismantle potential barriers to success with their learning. For

**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

example, the school goes the extra mile to employ specialists to enable pupils with special educational needs to thrive. Record keeping on actions taken to support pupils are extensive but they are sometimes incomplete and do not always indicate whether measures taken have been successful.

*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?**

Good leadership and management at all levels have a relentless and effective focus on pupils' progress. Consequently, standards are rising quickly as the excellent tracking system picks up any groups of pupils who are not making the expected good rates of progress. Most members of staff are happy with the way that the school is developing, and although a small number are not yet fully comfortable with the high expectations now being made of them, this has not held back improvements in the quality of teaching and learning. The school is well regarded as a leader in the locality for its work on assessing pupils' attainment, setting targets and monitoring progress.

The school promotes equal opportunities well so pupils all have access to support when they need it. There is no evidence of discrimination of any description. Safeguarding and child protection arrangements meet current government requirements. Risk assessments and arrangements for health and safety are good.

Governors understand the school's strong features well and know what still needs to be improved. They challenge when appropriate and make a good contribution to self-evaluation procedures. Arrangements for the promotion of community cohesion meet requirements. Pupils have plenty of opportunity to become actively involved in the school community and in the locality. However, direct links with people from other countries and the major cultures that are to be found in the United Kingdom are somewhat limited.

*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>2</b>

<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 school's engagement with parents and carers</b>	<b>3</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

Good provision in Reception enables children to make an enjoyable and productive start to their education at All Saints. They make good progress across all the areas of learning. It is particularly good in personal, social and emotional development and in developing their problem solving and reasoning skills, and slightly slower in reading and writing.

Children benefit from good teaching and plenty of individual attention. They are confident and happy at school and soon learn how to make friends, share and investigate. Learning support assistants play a key role in supporting children with activities and in encouraging them to work independently. Good use of assessment means that lessons are planned carefully to build securely upon children's prior learning, and they enjoy a range of activities that strike a good balance between those led by the staff and those children choose for themselves. The current temporary arrangements for leadership and management of the Early Years Foundation Stage are effective in maintaining the quality of provision.

*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 great majority of parents and carers are very happy with the quality of education that the school provides, but a significant minority do have concerns about some aspects of the school's work. For example, some are concerned about staffing changes



**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

caused by unavoidable absence of class teachers. Inspectors found that the school does all it can to provide substitute teachers and plans carefully for the long term stability of pupils' education so that they make good progress over their seven years in the school. Inspectors agree that the school does not always provide parents and carers with sufficient information about how to help their children, especially with homework, but also judged that pupils' reports are very comprehensive, there are parents' meetings, and parents and carers can make appointments to see teachers if they have any worries.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waddington All Saints 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 375 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	54	37	40	6	6	0	0
The school keeps my child safe	51	55	42	45	0	0	0	0
The school informs me about my child's progress	29	31	46	49	16	17	1	1
My child is making enough progress at this school	35	38	39	42	16	17	1	1
The teaching is good at this school	38	41	45	48	7	8	0	0
The school helps me to support my child's learning	36	39	35	38	21	22	0	0
The school helps my child to have a healthy lifestyle	32	34	56	60	4	4	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)	30	32	46	49	9	10	2	2
The school meets my child's particular needs	33	35	41	44	14	15	2	2
The school deals effectively with unacceptable behaviour	26	28	52	56	8	9	3	3
The school takes account of my suggestions and concerns	24	26	47	51	14	15	4	4
The school is led and managed effectively	32	34	43	46	11	12	2	2
Overall, I am happy with my child's experience at this school	41	44	39	42	9	10	2	2

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.**



16 June 2010

Dear Pupils

Inspection of Waddington All Saints Primary School, Lincoln, LN5 9NX

Thank you for the welcome that you gave to my team when we came to inspect your school recently. We were particularly impressed by your good behaviour and attitudes to work. A particular thank you goes to those of you who filled in our questionnaires, met with us for discussions or answered our questions while you were working. We enjoyed our visit and were impressed by what we observed. I am pleased to be able to report that All Saints Primary School provides you with a good education. It really does challenge you to do well and to make good progress.

The school is organised well and the atmosphere for learning is good. This helps you to make good progress because you can concentrate on your work without distraction. Teachers manage their classes well so your discussions are always productive. We are pleased that you enjoy coming to school and that you recognise its strong features. We agree that lessons are usually good and that help is always on hand when you need it. We know that all the adults who work with you in school really do care about you and enjoy seeing you grow, mature and learn quickly.

We have asked the headteacher, the staff and the governing body to do three things to make your school even better. These are to:

- ensure that teachers in all classes mark your work thoroughly to give you a better idea about how you are getting on
- provide you with more direct links with people from other countries and cultures which are different from your own
- make sure that your parents and carers are given more information so they can help you, especially with your homework.

You can do your bit to help by always asking your teacher if you are not clear about how to improve your work.

Yours sincerely

John Paddick

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](http://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](mailto:enquiries@ofsted.gov.uk).**