

All Saints Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121145
Local Authority	Norfolk
Inspection number	339877
Inspection dates	27–28 May 2010
Reporting inspector	Nick Butt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Mr Robert Plant
Headteacher	Mrs Kathryn Batcock
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed thirteen different teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analysis of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 45 parents and carers, and by staff and pupils.

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

- what the school is doing to bring standards in mathematics and English up to the above average levels seen at the time of the last inspection
- why there appears to be a mismatch between the school's judgements of its performance and external data
- how the curriculum promotes the basic skills of numeracy and literacy across subjects.

Information about the school

This is a smaller-than-average primary school serving a rural area. It has six classes. Early Years Foundation Stage provision is in the Reception class. Almost all the pupils are of White British heritage. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average, although a greater proportion than average has statements of special educational need. Pupil mobility is higher than normally found, with more pupils joining the school outside the usual times, particularly in Year 6. The school has the Activemark award and Healthy Schools status, among other awards. The school shares the site with a Children's Centre that runs its own pre-school. This is subject to a separate inspection.

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

All Saints is a satisfactory school. Pupils make satisfactory progress after a good start in the Reception class and leave Year 6 with broadly average attainment in English and mathematics. Attainment at the start of the Reception class varies considerably, but overall is close to what is typically found in four-year-olds. Standards are not as high as they were at the time of the last inspection, partly because of differences in cohorts of pupils and partly because of a period of uncertainty in staffing that occurred shortly after the last inspection. Staffing has now stabilised, although for a variety of reasons pupils face several changes of teacher each week, which can detract from the continuity of provision.

Pupils say they feel safe at school and will turn to an adult for help. Their behaviour is generally good, especially in lessons, and they are keen to learn. They have a very good understanding of healthy lifestyles and grow their own vegetables for the kitchen. Pupils take responsibility as school councillors and play leaders and are involved in the local community. They enjoy coming to school and attendance is good. They are prepared satisfactorily for secondary education, equipped with the basic skills they need and a range of other personal qualities.

Teaching is satisfactory, ensuring pupils make the expected progress. There are good relationships in classes and teachers work hard to make learning interesting. Teachers' expectations of what pupils can do and achieve are inconsistent, so that sometimes more-able pupils are insufficiently challenged. Marking varies between classes and subjects and does not always show pupils how to improve. The curriculum provides a good level of enrichment, with many clubs to choose from and visits to places of interest both locally and further afield. The school has begun to link subjects together in imaginative ways, but there are not enough opportunities across the curriculum for pupils to write at length.

The impact of leaders and managers is satisfactory, although self-evaluation is often too generous and lacking rigour. The school has been trialling different tracking systems, but has yet to settle on one that meets its needs and provides easily accessible data for staff about how their pupils are doing. The headteacher promotes a friendly ethos where pupils are valued and pastoral care is good. Parents and carers appreciate this aspect of the school's work. One said, 'Our son loves going to school, he feels safe and comes home every day with a smile on his face.' The governing body offers good support, but does not systematically review the school's procedures, meaning that there are inconsistencies, for example, in safeguarding arrangements. New leadership is bringing a more robust approach to governance, as there has been insufficient challenge to the school's leaders and managers in the past. The rate of improvement is

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satisfactory and the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise standards in English and mathematics by:
 - extending opportunities for pupils to write at length in different subjects
 - ensuring marking consistently shows pupils how to improve
 - having consistently high expectations of what all pupils can do and achieve, especially the more able
 - ensuring targets for pupils with special educational needs and/or disabilities are specific enough and reviewed more regularly.
- Increase the rate of school improvement by:
 - developing a tracking system that enables staff to analyse data easily, so that they know precisely how each pupil is progressing
 - deploying staff to ensure a balance of commitments between the need for continuity for pupils and the professional development of staff
 - undertaking training for all leaders and managers in self-evaluation, so that they form accurate judgements about the school's performance based on rigorous monitoring against external criteria.
- Improve the effectiveness of the governing body by:
 - ensuring the governing body evaluates the effectiveness of procedures on a regular basis, particularly those relating to safeguarding arrangements
 - informing themselves sufficiently well to be able to hold leaders and managers fully to account for the school's performance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils say, 'You do something different every day.' They enjoy starting the day with an exercise routine, which the Year 6 pupils lead. A whole-school topic on Britain at War has inspired them, with attractive and informative displays in each classroom and a themed role-play area. Year 3 pupils enjoyed re-enacting an air raid by crawling under their desks. Some interesting links between subjects help these pupils make good progress in developing their mathematical skills, for example by adding up on a running record the troops being evacuated from Dunkirk. In other classes, progress is slower because too much time is spent introducing the task, or the work is not sufficiently matched to the pupils' needs, particularly the more able. Pupils with special educational needs and/or disabilities make satisfactory progress from their starting points, although their individual targets are sometimes too general.

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Pupils have a good understanding of keeping safe, for example through cycling training. The award of the Healthy Schools status and the Activemark recognises pupils' excellent understanding of keeping healthy and the very high participation in sports clubs. Pupils also lead playground games. They contribute well to the school community and are eager to help, whether in assembly, or the library, or outside. They also benefit their local community through performing for local people, exhibiting art and their participation in local events. Pupils have met with local councillors and their Member of Parliament to find out more about the democratic process. Pupils' spiritual, moral, social and cultural development is good. They are confident and willing to try new experiences, helped by days devoted to developing enterprise skills, and a range of residential visits to remote places such as the Lake District and the Peak District.

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

How effective is the provision?

Teachers use questioning skills effectively to extend pupils' understanding, as when Year 6 pupils were considering how to use data to draw a pie chart. Lessons are brought to life through the use of drama and role-play and practical sessions. Pupils enjoyed

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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making models of rooms that they alarmed as part of a design and technology project linked to electricity. While there are good elements to the teaching, too much of it is satisfactory. There is no common planning format and different approaches reveal inconsistencies in teachers' expectations of what pupils can achieve and do. More-able pupils, in particular, are insufficiently challenged, often having to complete the same work as other pupils, only more quickly. The lack of a reliable tracking system means that teachers are often unclear about precisely how well pupils are doing, which limits them in setting work that will accelerate pupils' progress. The quality of marking is also variable, so that pupils do not always know what they should do to improve.

A range of good partnerships with cultural and artistic organisations, such as the Sainsbury Arts Centre and the Purcell Music School, broadens pupils' experiences and gives them a good level of enrichment. These experiences contribute positively to pupils' good personal development and their enjoyment of school. The impact of the curriculum on academic standards is satisfactory. More work is being done to link subjects together in imaginative ways. For example, a focus on developing numeracy skills led pupils to use careful measurements to build a model of an Anderson shelter. Despite this, there are too few opportunities for pupils to write at length for different audiences. Good pastoral care ensures that new arrivals to the school settle quickly, with some notable success stories of pupils thriving who were previously unhappy elsewhere. Provision for special educational needs is satisfactory, with teaching assistants making a valuable contribution as they support individuals and groups. However, targets for these pupils are not always specific enough, or reviewed often enough.

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?

Leaders and managers have judged the school's performance too generously, because monitoring is not sufficiently robust and they do not test their evaluations against objective, external criteria. Nonetheless, energetic and enthusiastic subject leaders are bringing about improvement in their areas, for example through putting in place a whole-school mathematical calculations policy. Strategic plans identify key areas for improvement in general terms, but the measures used to judge success are not specific enough. However, the headteacher's vision for the school has ensured that there is good progress in developing pupils' personal qualities and in providing them with the pastoral care and curriculum enrichment they need to grow in confidence and enjoy

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school.

Inconsistencies in provision mean that equality of opportunity is satisfactory rather than good, although all pupils are included well, especially those in need of additional support. There are several changes of teacher each week, in some classes partly because of professional development commitments. During the inspection every class was affected in this way, although the school said that this was exceptional.

Safeguarding arrangements are in place and adequate, but there are minor variations in procedures because the governing body's monitoring is insufficiently rigorous or systematic. While these variations do not place pupils at risk and pupils are safe, they do create inefficiencies in the system. The governing body is very supportive but has not informed itself well enough to be able to challenge leaders and managers about the performance of the school. The school has used local parish plans to analyse its context and formed a 'community cohesion' group of different stakeholders to extend its work locally. It collaborates well with the adjacent Children's Centre in reaching out to the community. Pupils have gained some insight into the range of cultures and beliefs in the United Kingdom and abroad through attending the Commonwealth service in London, although their direct experience of pupils from other cultures is more limited. Links with other schools in Australia and Botswana through teacher exchanges help pupils understand what life is like in other parts of the world.

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	3
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

Children settle quickly in the Reception class and happily engage in a range of

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stimulating activities that are planned to develop their early literacy and numeracy skills. Attainment on entry is close to age-related expectations. A good balance of adult-led and child-initiated activities ensures children become independent and are able to concentrate on particular tasks. Good teaching means that children make good progress from their starting points to attain standards that are comfortably within national averages. Personal and social development is good. Children play and work with others happily and show consideration for one another. The outdoors area provides some opportunities for children to develop their skills, but is not as well developed as a learning resource as the inside area. Good assessment means that staff know how well children are doing on a day-to-day basis and plan tasks that suit the children's abilities and interests. The use of data, to look more strategically for trends over time, is less well developed. There is good leadership and management that unites the staff into a strong team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Only a quarter of parents and carers returned questionnaires. Most agreed that their children enjoy school and almost all said their children were safe. A small minority disagreed that teaching was good and commented on the number of different teachers their children have each week. Inspectors found teaching to be satisfactory and agree that the deployment of staff in this school is more complex than is often found. A few parents and carers felt their children could make more progress and had issues with the school's leadership and management. Inspectors found that progress was satisfactory overall, although, at times, more-able pupils were not challenged enough. The impact of leadership and management is good on pupils' personal development and satisfactory in terms of raising standards and achievement.

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 VA 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	62	15	33	2	4	0	0
The school keeps my child safe	30	67	14	31	0	0	1	2
The school informs me about my child's progress	12	27	25	56	6	13	1	2
My child is making enough progress at this school	15	33	22	49	7	16	1	2
The teaching is good at this school	18	40	16	36	10	22	0	0
The school helps me to support my child's learning	14	31	26	58	1	2	1	2
The school helps my child to have a healthy lifestyle	18	40	19	42	3	7	1	2
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)	18	40	16	36	2	4	2	4
The school meets my child's particular needs	15	33	20	44	6	13	1	2
The school deals effectively with unacceptable behaviour	11	24	20	44	5	11	1	2
The school takes account of my suggestions and concerns	16	36	17	38	4	9	1	2
The school is led and managed effectively	16	36	20	44	5	11	2	4
Overall, I am happy with my child's experience at this school	26	58	13	29	5	11	1	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). 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"> ■ 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.



1 June 2010

Dear Pupils

Inspection of All Saints Church of England Voluntary Aided Primary School, Stibbard, NR21 0LT

Thank you for making us welcome when we visited your school. The school provides you with a satisfactory education. Here are some of its strengths.

You have a good understanding of how to keep safe and behave well.

You take part in a very good range of sports clubs and know all about keeping healthy.

You are eager to help out around the school and contribute well to your local community.

You enjoy school and attendance is good.

There are plenty of clubs and visits for you to enjoy.

The school cares for you well, especially if you are having difficulties.

Children in the Reception class get off to a good start.

We think you could do even better in English and mathematics and have asked your teachers to make sure you all do your best and write in lots of different ways. We have asked them to show you how you can improve. All of you can help by telling your teachers how well you think you are doing. We have asked leaders and managers to put in place a system that allows them to check on your progress and to think about the way staff are allocated to classes, so that you don't have too many changes of teacher. We have also asked them to be really clear about how well the school is doing. Finally, we have asked the governing body to get more involved in checking up on the school's work to make sure it is continuing to improve.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector (on behalf of the inspection team)

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