

All Saints School

Independent school inspection report

DCSF registration number 926/6140
Unique reference number 121250
Inspection number 342538
Inspection dates 7-8 October 2009
Reporting inspector Julie Winyard HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

Age group: 3-16

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.¹

Information about the school

All Saints is a privately owned independent day school in the village of Lessingham near Stalham. The school was opened in 1987 and was last inspected in March 2007. It takes pupils from the term of their third birthday to the age of 16. It is accommodated in a Victorian school building and the adjoining school house, both of which have extensions. The school caters for a wide range of abilities and has a particular focus on supporting pupils with dyslexia. Seven pupils have a statement of special educational needs. There is a very good partnership between the school and a local children's home. There are currently three looked after pupils in the school.

Evaluation of the school

All Saints provides a good quality of education and care for its pupils and some aspects of its work are outstanding. For example the individualised approach the school has developed to pupils' learning. Because of this pupils develop very positive attitudes to work and their behaviour is outstanding. Self-evaluation is good and the school has worked very hard to meet all the regulations including those for safeguarding. This shows considerable improvement since the last inspection when several regulations were not met. The recommendations for further improvement have also been addressed.

Quality of education

The quality of the curriculum overall is good with some outstanding aspects, particularly in the senior school where the school is highly responsive to pupils' individual needs and aspirations. For example if a pupil requests a particular GCSE course, this year Psychology, the headteacher will do all she can to facilitate this. The curriculum policy defines the key skills and aptitudes the school aims to develop and gives a clear outline of all subjects offered.

The curriculum is broad and balanced. There are good schemes of work based on the National Curriculum and published materials. Teachers have prepared long, medium and short term plans to ensure that there is a clear sequence of lessons for

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

each unit of work within each subject. Short term plans have clear learning objectives which build on pupils' previous experience and learning.

In the junior school the curriculum remains satisfactory because there is an over-reliance on pupils completing worksheets rather than responding to individual needs. The curriculum is good in the Early Years Foundation Stage where teachers' planning caters for each child's stage of learning. Music is a strength of the school and during the inspection pupils were enjoying taking part in a wide range of activities from African drumming and school choir to rock guitar.

There is outstanding provision for pupils with statements of special educational need. They receive excellent support within the nurture group where they are able to access the curriculum because of the encouragement and individual support they receive. They are carefully re-integrated into main school lessons as and when they are ready for this. There is good provision for gifted and talented pupils. They are able to take GCSE courses in a year, often a year earlier than is usual, and this extends the range of choices open to them. Pupils also take vocational courses at a nearby college.

Teaching overall is good and the staff are well-qualified and confident practitioners. The best lessons have clear learning objectives and outcomes and pupils are fully engaged in activities. There is good use of discussion and teachers' probing questions enable pupils to think through new concepts. Where there are misconceptions, pupils are quick to correct themselves because of the excellent relationships with teachers and the confidence this engenders in pupils. However where worksheets are the focus for learning, there is too much emphasis on filling in answers and work is not always matched to individual needs.

Assessment is used well in the senior school and Early Years Foundation Stage to plan the next steps of pupils' learning. The small classes mean that teachers give a lot of direct feedback in lessons about the quality of pupils' written work and because of this, good planning, and pupils' excellent attitudes to work, they make good progress throughout the school. In the senior school some pupils make outstanding progress from when they start at the school. However there are inconsistencies in written marking and feedback overall and the school recognises that a whole school approach would benefit pupils and further accelerate progress.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, social, moral and cultural education is outstanding. From the moment pupils enter the school the positive atmosphere and culture have an impact on their attitudes to learning and to themselves as learners. They believe that they can achieve well and this inspires and motivates them to do so. The school's philosophy is clearly put into practice by staff and pupils alike and all show consideration, courtesy, care and respect for one another. Pupils certainly leave the

school with confidence in their own ability and the courage to be ready to face the challenges that await them.

The overwhelming majority of pupils say they love coming to school and there is no bullying. If there is an incident of one pupil being 'mean' to another, this is rapidly dealt with by the staff. Attendance is good. Pupils' attitude to work and their behaviour are outstanding. This has a positive impact on pupils who come into the school with a history of disruptive behaviour. They settle into the school very rapidly and because of the excellent support they receive and the outstanding behaviour of their peers, they too have outstanding behaviour. Pupils are confident to engage in conversations with visitors and they are courteous and thoughtful. They all make a positive contribution to the school and wider community through a range of activities including raising money for major charities. They have a good awareness of public institutions and services available in England through the curriculum and through the range of visitors from the local community; for example regular visits from local councillors and magistrates. There is a school council and pupils are given responsibility as mentors, however, they do not always feel they take a full part in school improvement and development.

Pupils are encouraged to reflect on different traditions. For example during the inspection some pupils were learning about 'rites of passage' in different faith communities. Prayers are used at mealtimes and in assemblies. Pupils are very committed to this and when a group came for a 'working lunch' with inspectors they insisted on saying 'grace' first. All pupils bring a packed lunch to school and these are well balanced and healthy. Pupils have a good understanding of how to live a healthy lifestyle. The school's partnership with a school in Tanzania enables pupils to understand life in a very different cultural environment to their own.

Welfare, health and safety of the pupils

Pupils' welfare, health and safety are high priorities for the school and this aspect of its work is good. Risk assessments are fully in place and support both activities in the school and when pupils are taken on visits or to the nearby sports field. Staff are deployed well and pupils are carefully supervised throughout the school day. All policies are fully in place. The school has worked very hard to meet the requirements of the Disability Discrimination Act 2002 and there is a three year plan to improve the provision of information and accessibility to the curriculum and the premises. The curriculum access is a particular strength of provision especially for pupils with special educational needs. There is wheelchair access to the main school building. The headteacher takes responsibility for child protection and first aid matters although most staff are also trained in first aid.

Suitability of the proprietor and staff

The appointment of staff is well managed. All criminal records checks are fully carried out with the support of the local authority. There is a single central record which meets statutory requirements.

School's premises and accommodation

The accommodation is adequate overall. Several improvements have been made since the last inspection including a toilet for disabled pupils and a medical room where pupils can go if they are ill. Teaching spaces are sufficient for the numbers of pupils allocated to them and there is a small well-equipped computer room which is well used. The senior students have a common room which they greatly value. Outdoor space is limited for Early Years Foundation Stage but what is available is used well as a means of extending the curriculum. The older pupils have good access to a local sports field which is used on most days, weather permitting. The school also uses the very good sports facilities at a nearby primary school.

Provision of information for parents, carers and others

The school prospectus has all the information required and the website is currently being updated. All school policies will be accessible through this. The school notifies local authorities of income received and expenditure made for each student funded. Most parents are very happy with provision at the school however several mention the need to improve communication and the school has plans to do this. The recent appointment of a full time administrator will contribute to this.

Procedures for handling complaints

The school's complaints procedure complies fully with the regulations.

Effectiveness of the Early Years Foundation Stage

Children settle quickly when they start school in the welcoming environment of the combined Reception and Nursery class. Attainment on entry is generally in line with that usually expected for children of this age however this varies due to the small numbers involved. The differing needs of the children are met effectively through good quality teaching, with very careful attention given to identifying each child's specific needs. Staff maintain detailed records of the improvements made by children. As a result children make good progress, usually reaching and often exceeding the standards expected by the time they enter Year 1.

There is a good mixture of child initiated and teacher directed activities, and learning is well managed by the staff. Although rather small, the outdoor area is used appropriately to support learning. The area is not sheltered and this limits its use

during wet weather. Nevertheless the area helps to promote physical activity as well as additional support for other aspects of learning, for example mathematical development. Although the current children had only been in school for a short time when the inspection took place, it was clear that they are enjoying the experiences, and are eager to participate. Activities are fun and the children especially enjoyed re-enacting the story of 'The Three Little Pigs' with masks they had made earlier in the week. Good care is taken to keep children safe while developing their confidence. The setting is well led and managed with good deployment of adults, creative use of resources, and very careful attention to the welfare and safety of the children.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- develop a whole school approach so that all marking and feedback is positive and developmental
- develop an efficient and effective approach to communication with parents
- give pupils more responsibility through school council and other means so that they take a full part in school improvement and development.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?		√		
What is the quality of provision in the EYFS?		√		
How effectively is the EYFS led and managed?		√		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		√		

School details

Name of school	All Saints		
DCSF number	926/6140		
Unique reference number	121250		
Type of school	Day school for pupils aged 3 -16		
Status	Independent		
Date school opened	1987		
Age range of pupils	3 -16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 49	Girls: 29	Total: 78
Number on roll (part-time pupils)	Boys: 1	Girls: 0	Total: 1
Number of pupils with a statement of special educational need	Boys: 5	Girls: 2	Total: 7
Number of pupils who are looked after	Boys: 3	Girls: 0	Total: 3
Annual fees (day pupils)	£ 2736 - £4455		
Address of school	School Road, Lessingham, Norwich, Norfolk NR12 0DJ		
Telephone number	01692 582083		
Fax number	01692 584999		
Email address	lessinghamschool@aol.com		
Headteacher	Mrs J N Gardiner		
Proprietor	Mrs J N Gardiner		
Reporting inspector	Julie Winyard HMI		
Dates of inspection	7 – 8 October 2009		