

# All Saints CofE (Aided) Primary School

Norreys Avenue, Wokingham, Berkshire, RG40 1UX

**Inspection dates** 18-19 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement because pupils do not do well enough in applying mathematical skills and writing at length across all year groups.
- Teaching requires improvement because lessons do not always ensure all activities are closely matched to pupils' abilities and ensure pupils make enough progress.
- In some lessons expectations of what pupils can achieve are too low.
- Leaders and governors have not yet implemented monitoring systems which ensure that all pupils make good progress in lessons.
- Lessons in the Early Years Foundation Stage do not provide effective activities to ensure children develop their early number, reading and writing skills effectively.

### The school has the following strengths

- Pupils' achievement has improved recently in Key Stage 2. For example, Year 6 pupils made up ground quickly to make up for some past slower progress.
- The school provides good care for all pupils, particularly those with a range of learning difficulties. This is a happy and secure community. Pupils enjoy school and behave well.
- Activities in lessons are often practical and capture the interest of the pupils.
- Leaders and teachers are keen to improve their teaching and ensure pupils make faster progress and the governing body recognises that improvement is needed.
- Those pupils with severe physical disabilities are given close specialist help so they take part in day-to-day class activities.

## Information about this inspection

- The inspectors observed teaching in all classes, visiting 15 part lessons and observing all teachers. In addition, an inspector took part in a learning walk, observing interventions for giving some pupils extra support. The headteacher and the deputy headteacher each observed one lesson jointly with the inspectors.
- Meetings were held with the Chair of Governors, the headteacher and other leaders and managers. In addition, a meeting took place with the School Improvement Officer.
- Inspectors looked at pupils' work, school documents and information on pupils' progress.
- Inspectors spoke to parents and carers at the beginning and end of the school day and took account of 19 responses to the 'Parent View' online questionnaire.

## Inspection team

Simon Griffiths, Lead inspector

Additional Inspector

Jennifer Barker

Additional Inspector

## Full report

### Information about this school

- All Saints is slightly smaller than average in size.
- The proportion of pupils known to be eligible for extra funding, known as the pupil premium, is higher than average.
- The proportion of pupils from minority ethnic heritages is smaller than average.
- The proportion of pupils supported at school action is higher than average, with a very much higher than average proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school has a resourced based provision for pupils with physical disabilities.
- The school did not meet the current government floor standards in 2011, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching and raise pupils' achievement by:
  - using checks on pupils' progress to plan tasks which build on their skills and understanding, including those with disabilities or special educational needs
  - using a greater range of methods to check on pupils' progress in lessons so teaching is matched more closely to pupils' individual needs
  - ensuring that teachers' marking and guidance are linked to pupils' simple steps for improvement so they are clear about how they can improve their work.
- Increase the effectiveness of headteacher, staff, and the governing body by:
  - ensuring checks on the quality of teaching pinpoint those areas for improvement more directly to improve the progress pupils make
  - developing the skills of middle leaders in managing their areas of responsibility linked to the priority areas in the school improvement plan and pupil progress
  - those staff with areas of responsibility are clear about what are the most important jointly agreed priorities for improvement to raise pupils' achievement levels
  - ensuring that governors have clearer and more useful information about the progress pupils make.
- Improve the quality of children's learning in the Early Years Foundation Stage by:
  - making sure teachers build on children's existing skills so they really know what letter sounds, number understanding and early writing skills they need to teach first
  - ensuring that when adults are leading activities or supervising others, being sure that they help children to develop their speaking and listening skills further.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress varies too much between different classes and year groups. Although some pupils' progress has improved, particularly for those in the oldest year group, this is not generally the case. Pupils' confidence to apply basic number skills in problem-solving and to write at length varies between classes and year groups.
- Help for pupils identified as needing more support is making a difference, but their progress is too slow as teaching does not meet the needs of all groups of pupils and the support given is not always appropriate.
- Although a small number of pupils enter the school in the Early Years Foundation Stage with the age expected levels of skills, many do not and have levels which are well below those typical for their age. They enjoy their start to school and develop their knowledge of the world and physical development. Many pupils enter Key Stage 1 with below average skills in language and numeracy as these aspects of their achievement require improvement.
- This is a complex school with a high proportion of pupils with learning difficulties provided for in some cases in the special resourced provision. These pupils often make good progress, given their specific difficulties and starting points.
- The teaching of phonics (the linking of letters and sounds) is well structured in Years 1 to 6. Pupils enjoy reading and progress is now improving in these year groups. For example, in Year 4, pupils enjoyed thinking carefully about the characters in the class story, whilst Year 6 pupils were deepening their understanding of life in the workhouse in Victorian times through literature. Pupils talk enthusiastically about their own reading and how they share popular books amongst themselves.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is not enough good teaching so pupils' progress is not as fast as it needs to be. This is because group activities don't always stretch pupils' thinking or help them develop the confidence to use their writing and number skills more effectively. Opportunities are missed to match activities to the needs of all ability levels.
- All teachers care strongly about their pupils and work hard to ensure pupils are keen to learn and understand its importance to them. They are able to capture pupils' interest and enthusiasm. Parents and teachers are positive about the quality of teaching.
- More effective teaching takes place within Key Stage 2 where direct questioning at a fast pace ensures all pupils learn quickly. This was particularly the case in Year 6 where pupils were learning about Victorian workhouses through literature. In other effective lessons good opportunities for reflection and sharing ideas with other pupils promotes more thorough understanding of their class novel.
- Lessons are often interesting and practically based. For example, at Key Stage 1 pupils 'cooked' with real marrows to support their writing of instructions, whilst others went outside with a proper 'lollipop' to learn about road safety. Pupils were entranced when a spaceship landed in the school hall and staff acted out different characters.
- Those pupils with severe physical disabilities are usually catered for well with specialist help and support which aids their learning so they integrate well within normal class activities.
- Marking and guidance from teachers does not always succeed in enabling pupils to know exactly what it is they need to do to make progress. The marking of work is more helpful in literacy, where pupils have a clearer idea of what needs to improve, than it is in mathematics. Opportunities in lessons for teachers to ensure pupils reflect on their own pace of learning are not always taken.
- There is a wide range of curriculum opportunities for the pupils and chances for them to learn

about other subjects using their literacy and numeracy skills. For example, pupils celebrate their work in a sharing assembly with parents and demonstrate interesting curriculum work, including drawing in the style of famous artists and using stories written by famous children's authors.

- Activities are sometimes too worksheet based which does not help pupils to make choices and take responsibility for their own learning. In some lessons good use is made of technology to show helpful video clips, for example, making bread to support pupils writing instructions.
- The school has a high proportion of adult support and small group teaching for pupils needing more direct help for pupils who find learning more difficult. Achievement in these groups is varied because activities are not always closely linked to the class topics and pupils are not clear how to use their simple targets for improvement to improve. Opportunities to extend pupils learning are overlooked as some miss out on the whole class teaching when taken out of the classroom. This makes it difficult for teachers who have to explain activities or repeat explanations.
- Children enjoy being in the Early Years Foundation Stage and a range of activities link well to the time of year. Relationships are good. Activities such as using the fallen leaves to make pictures are enjoyed by the children. Opportunities are missed to challenge and move learning on more quickly and as a result children's literacy skills remain low by the time they enter Key Stage 1.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is typically good. There are very few times when learning in lessons is interrupted because pupils concentrate, work quietly and listen well to each other. These good learning habits start in the Early Years Foundation Stage and the focus on attitudes to learning is continued throughout the school.
- Pupils move around the school calmly and courteously. They are polite, friendly and relaxed. They confidently engage staff and visitors in polite conversation, for example, pupils with individual support get on noticeably well with their Teaching Assistants both in lessons and around the school. Others are very keen to talk to visitors, for example, inspectors. Not surprisingly, they enjoy attending.
- Behaviour at playtimes is good. The spacious grounds enable them to spread out and play organised games or just sit quietly. Lunchtime is a calm period and behaviour in the dining room is good.
- Pupils explain how behaviour is generally good and how they feel very safe. Of the relatively small number of parents who responded to the Parent View online survey most felt that behaviour was good. A small minority of parents and pupils mentioned bullying, though most pupils knew about the different forms of bullying can take and were quick to say that any problems were soon sorted out.
- It is noticeable how all pupils, including those with more complex needs and physical difficulties, play and share activities together. This is a very inclusive school where all pupils receive high levels of support and care and pupils from all groups attend sharing assemblies for example to make them all feel part of the school.

### **The leadership and management requires improvement**

- Leadership and management require improvement, because although there is now a regular programme of checks on the quality of teaching, it has not been effective enough at raising the quality of teaching to consistently good levels. Observations do not always clarify whether groups of pupils have learned enough in each lesson
- The headteacher guided the school through a period of staff changes. There is a real sense that the school wants to improve and a recent upturn in the results reached at the end of Year 6 indicates that more recent improvements are beginning to take effect.
- Meetings to discuss the progress pupils make are held termly so any needing extra support are

identified. However teachers are do not use this information to modify their lesson planning so that pupils' learning increases more quickly.

- The school has detailed plans for how the pupil premium is used and these are published clearly on the web site for parents to see. There is a mixture of ways this money is used, including providing small group teaching and specialist help. The school successfully develops the self esteem and confidence of these particular groups of pupils but their academic progress remains in need of improvement.
- The team of staff responsible for subjects or different aspects of the school, are keen to raise pupils' performance. Their role is underdeveloped as they do not consistently challenge or support their colleagues to improve the rate of pupils' progress within their areas of responsibility.
- The School Improvement Officer knows the school well and has been supporting the focus for improvements at Key Stage 2.
- Leaders have ensured that safeguarding requirements, including those relating to checks on staff appointments and day-to-day health and safety, are carried out conscientiously.
- **The governance of the school:**
  - governors are generally well informed of the schools' day to activities, although sometimes the information they look at about pupils' progress is too complicated for them to readily understand what it is telling them.
  - their new policy keeping on checking the quality of teaching and management across the school is now informing them more clearly about strengths and weaknesses in teaching.
  - governors are supportive, but have not reacted quickly enough to help the staff remedy weaknesses highlighted in the Early Years Foundation Stage. They have not yet set clear enough deadlines for action to bring about rapid improvements in the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135459
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	402703

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>	Voluntary aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Whittaker
<b>Headteacher</b>	Tina Norman
<b>Date of previous school inspection</b>	5 <sup>th</sup> /6 <sup>th</sup> November 2009
<b>Telephone number</b>	0118 9787173
<b>Fax number</b>	0118 9795010
<b>Email address</b>	tnorman@allsaints.wokingham.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection. You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
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 2012

