

All Saints Church of England Aided Junior School

Leawood Road, Fleet, GU51 5AJ

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils attain well above the national average by the end of Year 6. They achieve particularly well in reading and mathematics.
- Pupils who are disabled or have special educational needs share in the good progress.
- Teaching is of good quality. Many teachers have high expectations and excellent relationships with pupils, who consequently make good progress.
- Pupils behave very well in lessons and around the school. They greatly enjoy school and feel very safe and well looked after.
- Pupils enjoy responsibility, whether serving on the school council or in other roles.
- The leadership, well supported by governors, has maintained and improved upon the high standards from the previous inspection. The senior leadership and heads of year check the quality of teaching frequently and rigorously.
- The school has an imaginative approach to the curriculum, developing a range of topics to interest pupils and emphasising independence and critical thinking skills.
- The school has particular strengths in music and the performing arts. There are excellent opportunities for promoting spiritual, moral, social and cultural education.
- Parents and carers have every confidence in the school and the quality of education it provides for their children.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure the best possible progress for every pupil. Occasionally work is not challenging enough for more able pupils and teachers' marking does not consistently show pupils how to improve their work to the highest level.
- Progress in writing is slower than in other subjects, with limited opportunities for pupils to write freely and creatively in a range of subjects.
- Some of the very few pupils in receipt of pupil premium funding do not achieve as well as other pupils in the school.

Information about this inspection

- The inspectors observed 22 lessons, taught by 14 teachers. Six of the observations were carried out jointly with members of the senior leadership team.
- Meetings were held with the headteacher, other staff, four governors and a representative of the local authority.
- The inspection team took account of 60 responses to the online questionnaire (Parent View) and 10 questionnaires returned by staff.
- The inspection team observed the school's work and scrutinised a variety of documentation, including the school improvement plan, the school's evaluation of itself, governing body minutes, data on pupils' current progress, records of monitoring and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional Inspector

Louise Eaton

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- A large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children in the care of the local authority and other groups) is well below the national average.
- The proportion of pupils supported at school action, and the proportion supported at school action plus or with a statement of special educational needs, are both below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is currently preparing to move from three-form to four-form entry. During the last year the school has undergone several changes in staffing.
- The school holds several awards, including Artsmark Gold and the International School award.

What does the school need to do to improve further?

- Improve teaching, so that more of the good teaching becomes outstanding, by:
 - ensuring that teachers consistently give pupils work which is hard enough to help them learn to their full potential in lessons
 - ensuring that teachers encourage pupils to respond directly to marking in their books, make use of pupils' targets and success criteria in their marking and show pupils clearly how to improve their work to the next level
 - building on the measures to support the learning of the few pupils in receipt of the pupil premium, so that their progress is at least as good as that of other pupils in the school.
- Improve attainment and progress in writing, so that more pupils leave school with the highest levels, by:
 - providing pupils, especially the more able, with more opportunities to write at length and with creativity both in English lessons and across the curriculum.

Inspection judgements

The achievement of pupils is good

- Most pupils join the school with levels of attainment above the national average.
- The school's assessment and tracking data, lesson observations and scrutiny of pupils' work all show that the great majority of pupils make good progress, reaching well above average standards by the age of 11. Some pupils make outstanding progress in reading and mathematics. Attainment and progress in mathematics have been consistently high since the previous inspection.
- Pupils' achievement in information and communication technology, an issue at the previous inspection, has improved significantly and is now good.
- Pupils who are disabled or have special educational needs make good or excellent progress, because the school identifies their needs thoroughly and provides good support for them both inside and outside of lessons.
- Pupils read confidently and accurately. They show above average speaking and listening skills, seen in their eagerness to express their ideas in class.
- Pupils take pride in their work, evident in much of their handwriting and presentation.
- Some previous gaps in attainment and progress between different groups of pupils have narrowed since the previous inspection. However, the very few pupils in receipt of pupil premium funding, mostly those known to be eligible for free school meals, do not achieve as well overall in English and mathematics as other pupils in the school. The degree of underachievement varies in both subjects between classes and year groups, because the number of eligible pupils is so small.
- The school recognises writing as a continuing area for development, because although standards are improving, not as many pupils achieve the highest levels in writing of which they are capable.
- Inspectors saw many examples of good and sometimes outstanding achievement in lessons. For example, older pupils were observed developing confidence, knowledge and a range of personal skills as they trained to be sports leaders for younger children.
- Occasionally pupils do not learn effectively enough. This was seen, for example, when the tasks set by the teacher were too repetitive or not particularly challenging. Pupils are very positive about the school, but some do say that occasionally tasks could be more interesting.
- Parents and carers are very positive about the achievement of their children in school.

The quality of teaching is good

- The leadership has worked hard to further improve the good teaching seen at the previous inspection, despite having to cope with several changes in staffing.
- Teaching is typically good, as evident from inspectors' observations and the school's own records. There are still some inconsistencies, which is why teaching is not outstanding.
- Typical of the strengths in teaching are the good relationships fostered by teachers. These result in pupils being keen to learn and having the confidence, for example, to generate discussions in class.
- Pupils are encouraged to discuss their work confidently, and other pupils listen well.
- Teaching assistants offer good support to pupils who are disabled or have special educational needs, which helps them make very good progress.
- Teachers question pupils well, both consolidating and extending their understanding.
- Teaching is occasionally less effective in ensuring good learning, usually when pupils are not given tasks suitable to their level of ability.
- Teachers mark pupils' work conscientiously, writing detailed comments in their books. However,

they do not consistently make pupils respond directly to the comments. Teachers do not regularly use pupils' targets in their everyday teaching or give enough specific advice to help pupils progress to the next level.

- Parents and carers strongly value the good teaching.

The behaviour and safety of pupils are good

- Inspectors' observations and the school's own records show that behaviour is very good in lessons and around the school. It is not outstanding, because a few pupils sometimes present challenging behaviour which is managed well, and some pupils behave better for some teachers than others.
- Pupils and parents and carers agree that the school is a very friendly, safe environment which encourages pupils to develop the full range of personal qualities as well as academic skills. Pupils do understand that there are varying forms of bullying, including making racist statements, but do not feel that they are issues in this school.
- Pupils' enjoyment of school is reflected in attendance, which is well above average, There is also a high participation rate in clubs and activities outside the school curriculum.
- The school is very successful in fostering pupils' desire to take on personal responsibility. There is a very active school council and pupils take on various roles. They talked to inspectors about the link with a school in Gambia and another school in London, resulting in mutual visits. The school's outgoing approach has led to the award of International School status.
- As well as promoting pupils' personal development very successfully, the school is proud of its Christian ethos. It encourages pupils to reflect and develop as rounded young citizens, seen in an assembly attended by parents and carers and led by pupils themselves, demonstrating their musical and dramatic talents. The school is very inclusive; it practices equal opportunities and does not tolerate discrimination.

The leadership and management are good

- The headteacher and the senior leadership team have shown determination and a commitment to excellence in building on the school's strengths evident at the previous inspection.
- Leadership is not outstanding, because it does not yet ensure outstanding teaching or outcomes, but its track record of bringing about successful change shows that the school has a strong capacity to improve further.
- The leadership accurately understands the school's strengths and areas for development, particularly in improving writing. Strategies are in place to improve writing and the progress of pupils in receipt of the pupil premium, for example through providing additional adult support, but these are not all yet fully effective.
- Heads of year play an increasingly active role alongside the senior leadership in checking the quality of teaching and learning, and this process is regular and rigorous.
- The leadership ensures that pay and allowances are linked closely to accountability and progress. Staff have become more skilled at analysing data about pupils' progress and targeting and supporting pupils in danger of underachieving.
- The local authority recognises the school's strengths and therefore maintains a 'light touch' approach to providing support. The leadership is used as a model of good practice in other schools.
- The school has developed a curriculum which encourages pupils to acquire skills and knowledge through a range of topics. It also encourages pupils to develop critical thinking skills. Pupils are given choices, for example about the choice of art and craft activities when studying the ancient Romans. The development of higher-order thinking and critical skills prepares pupils very well for the next stage of education.
- The school promotes a healthy lifestyle with an emphasis on the benefits of exercise and healthy

eating. Primary sports funding is being used to increase opportunities, partly by using extra staff, who are sometimes specialists. There is already a high participation rate in sports and other clubs and the initiative is having a positive impact on enthusiasm and standards.

- The school has great strengths in music and performing arts, hence its award of Artsmark Gold. For example, there are several pupil choirs.
- The school collaborates effectively with other local schools to benefit staff by increasing training opportunities and experience in areas such as assessing pupils' work. Pupils benefit from opportunities such as using sports facilities in other schools.
- The school meets safeguarding requirements and gives a high priority to developing pupil and staff awareness of aspects such as safe use of technology.
- **The governance of the school:**
 - The governing body is very active in the school and understands its strengths and areas for development very well. Governors understand the desirability of improving teaching still further, and they also appreciate how the progress of the school's pupils compares with that of pupils nationally. As well as supporting the school, governors ask challenging questions of the leadership, for example about strategies for improving the progress of pupils in receipt of the pupil premium. They have already considered how to deploy the new sports funding effectively. Governors have undertaken their own professional training. They appreciate the importance of linking teachers' pay to performance. Governors are meticulous in checking the school's performance and supporting the school in continuing to move forwards.

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

Unique reference number	116358
Local authority	Hampshire
Inspection number	426596

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	David Harrison
Headteacher	Alison Wyld
Date of previous school inspection	23 September 2008
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