

All Saints School

School Road, Lessingham, Stalham, Norwich, Norfolk NR12 0DJ

Inspection dates

19 March 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the standard inspection in September 2018, inspectors found that although the school's curriculum is broad, it has lacked coherence because planning has been poor. Subject curriculum plans had not been designed to meet the needs of pupils of different abilities, including those with an education, health and care (EHC) plan.
- The school's action plan stated that a number of actions would be taken to meet the unmet standard. School leaders and staff aimed to amend the curriculum policy to ensure that it clearly outlines the way in which all pupils' needs are met. The plan also stated that leaders would adapt plans and schemes of work appropriately to meet the varying needs of all pupils.
- Leaders have now appointed a senior leader who has responsibility for the curriculum.
- A revised curriculum policy is now in place. Leaders have devised long-term plans, medium-term plans and lesson plans for each subject. These are overseen by the senior leader with responsibility for the curriculum, who meets regularly with the subject leads. Leaders have ensured that lesson plans show how the needs of individual pupils are met during the lesson. The senior leader reports back to the headteacher to ensure that curriculum coherence is clearly monitored.
- Leaders have ensured that this independent school standard is now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(g)

- At the time of the inspection in September 2018, there were inconsistencies in the quality of teaching, which led to the uneven progress that pupils made. The systems to assess pupils' progress were underdeveloped. Leaders did not know how well teaching was meeting pupils' needs.
- The school's action plan proposed a number of appropriate actions. These included introducing performance management for all staff, establishing baseline testing for all pupils in English and mathematics and the use of accurate assessment information to inform teaching.
- Leaders have appointed new teachers, including a senior leader who has responsibility

for assessment, attainment and outcomes.

- The new performance management procedures ensure that all staff now have clear targets for improvement. Staff training has taken place and there are appropriate plans for further training. Teachers have raised their expectations of what pupils can achieve. There is increased professional dialogue about approaches to teaching and pupils' progress, to accelerate learning.
- Leaders make use of pupils' historic information to inform their current needs. They conduct baseline testing for English, mathematics, science and the foundation subjects. Initial assessments ensure that all pupils, including those with no previous attainment data have a baseline from which progress can be measured. As a result of the changes implemented, teachers have a better understanding of pupils' needs through their own assessment records and through centrally held assessment information.
- Overall, teaching is improving. Senior leaders have set clear expectations about how teachers should plan and organise lessons to meet the individual needs of pupils. Teachers take pupils' abilities and levels of attainment into account and plan tasks accordingly.
- Teachers and teaching assistants know their pupils well. Adults check on pupils' learning as it develops through their lessons and quickly identify and correct pupils' misconceptions. This enables pupils to complete tasks successfully. Teachers use class time and resources well to make learning activities interesting. As a result, pupils are engaged in activities and they demonstrate positive attitudes to learning. Pupils said that the work was 'just about right' as it provided the correct amount of challenge. Pupils say they enjoy learning because teachers clearly explain the work.
- Senior leaders' careful monitoring of teaching allows them to hold teachers to account for the impact of their work on pupils' progress and attainment.
- Senior leaders have introduced a profile for every pupil in the school that provides a framework allowing for the precise assessment of any social, emotional and mental health (SEMH) difficulties that pupils might have. The headteacher has appointed a senior leader with responsibility for SEMH who is also a designated safeguarding lead (DSL).
- Senior leaders met with the local authority designated officer in March 2019 to assess the effectiveness of the provision in improving outcomes. The findings indicate that there has been a marked improvement in leadership and management.
- Senior leaders have ensured that this independent school standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- The inspection in September 2018 judged safeguarding arrangements to be inadequate. This standard was not met at the previous inspection because of the deficiencies in record-keeping. Staff had not been able to access all of the information about vulnerable pupils, their contexts and the actions taken to support some pupils and their families. Only one member of staff, the interim headteacher, was carrying out day-to-day duties as a designated safeguarding lead. Leadership capacity remained insufficient because staff who could deputise as the DSL had yet to be selected or trained. The inspection report also noted that until very recently 'leaders have not ensured that all required pre-

employment checks were carried out prior to recruiting staff. The school did not have a safer recruitment policy. Some safeguarding policies were either not in place or out of date'.

- The school's action plan stated that the headteacher would introduce new record-keeping systems to ensure pupil confidentiality and a complete chronology of concerns, the recording of all meetings and correspondence, and to ensure that files would be kept in a locked cabinet at all times. The plan also stated that senior leaders would rewrite the safeguarding forms to ensure that information is recorded clearly. The headteacher would introduce a weekly safeguarding meeting to ensure that new concerns are discussed and would make teaching staff aware of anything they need to know about individuals, while ensuring information is kept confidential. Senior leaders would also ensure that all staff receive regular safeguarding updates.
- The headteacher has worked intensively to address the concerns raised in the September 2018 inspection to ensure that a robust culture of safeguarding has been developed in the school. Directors have made a commitment to addressing the historical safeguarding failings by providing challenge and support in this crucial area.
- The safeguarding policy, which is available on the school's website, pays due regard to the latest guidance issued by the Secretary of State, 'Keeping children safe in education' (September 2018). All staff have read part 1 of this guidance and other important safeguarding documents. Relevant safeguarding policies are in place and in date.
- The school's single central record of the pre-employment checks carried out on the suitability of staff and directors is up to date and meets requirements.
- The school now has a safer recruitment policy.
- The headteacher acts as the designated safeguarding officer, alongside two other senior leaders in the school. They have undertaken suitable training. Together, they ensure that staff are well trained on the latest guidance, know what to look for, and report concerns appropriately.
- The quality of record-keeping in relation to safeguarding incidents and the school's work with external agencies, including children's services, is effective. Records of key meetings are kept in pupils' files. Chronologies of actions taken by the school contain the relevant detail. Staff from the school attend meetings with other agencies and inform them about all the work they do with pupils at the school.
- The school gives high priority to safeguarding matters. Staff are kept updated through frequent meetings. They understand that safeguarding is everyone's responsibility. Scrutiny of incident files show that staff record and refer any concerns promptly to the designated safeguarding lead. Staff understand that they must be vigilant.
- The inspector spoke to a group of pupils. They feel safe in school and understand how to stay safe. Pupils said that they would not hesitate to ask a member of staff if they had any concerns.
- Senior leaders met with the local authority designated officer in March 2019 to check that the school's safeguarding procedures meet requirements. Senior leaders have an accurate understanding of their role in reporting any concerns to the local authority and the Disclosure and Barring Service (DBS).
- Senior leaders have ensured that this independent school standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous inspection, the directors had allowed the school to deteriorate. The arrangements for safeguarding were not effective. The school's directors had not held leaders to account for their performance. They were too ready to accept the assurances that they had been given about standards, without testing the accuracy of these with sufficient rigour.
- The Department for Education rejected the school's action plan submitted in December 2018. Modifications to the action plan have now been made, including how the directors will discharge their responsibilities.
- The school directors are now holding leaders to account for their performance. Minutes of governing body meetings identify support and challenge, where senior leaders have to present evidence of improvement. The directors will be undertaking further governor training with the local authority in the summer term.
- The interim headteacher has acted swiftly in addressing the issues identified in the September 2018 inspection. Additional leadership capacity is allowing the necessary changes to be undertaken. Staff are held to account for the performance of the pupils.
- Senior leaders have taken swift action to address safeguarding concerns. Senior leaders are aware that they need to focus even more carefully on improving the quality of teaching, to further improve outcomes for pupils. The actions already taken mean that the school now is clearly improving.
- Senior leaders have ensured that this independent school standard is now met.

Schedule 10 of the Equality Act 2010

- At the previous inspection, leaders had not ensured that that the requirements of Schedule 10 of the Equality Act 2010 were met.
- The accessibility plan provides details of how pupils can access the premises and the curriculum effectively.
- Senior leaders have ensured that the requirements of the Act are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- The proprietor must ensure that:
 - a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and that
 - the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan. (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i))
- The proprietor must ensure that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - involves well-planned lessons and effective teaching methods, activities and management of class time
 - shows a good understanding of aptitudes, needs and prior attainment of the pupils, and also ensures that these are taken into account in the planning of lessons
 - demonstrates good knowledge and understanding of the subject matter being taught
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress. (paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(g))

Part 3. Welfare, health and safety of pupils

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and that such arrangements have regard to any guidance issued by the Secretary of State. (paragraph 7, 7(a), 7(b))

Part 8. Quality of leadership in and management of schools

- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent standards are met consistently

- fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils. (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c))

The school now meets the following requirement.

- The proprietor must ensure that arrangements are made to fulfil duties under schedule 10 of the Equality Act 2010.

School details

Unique reference number	121250
DfE registration number	926/6140
Inspection number	10095072

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	58
Number of part-time pupils	none
Proprietor	Mrs Judith Gardiner
Headteacher	Mrs Susan Gothard
Annual fees (day pupils)	£5,400
Telephone number	01692 582 083
Website	www.allsaintslessingham.co.uk
Email address	office@allsaintslessingham.co.uk
Date of previous standard inspection	25 to 27 September 2018

Information about this school

- All Saints is a privately-owned day school. The school opened in 1987. The school is registered with the Department for Education (DfE) to admit 85 pupils.
- The school's proprietor is also the managing director. There is one other director.
- The school caters for pupils of all abilities and has 51 pupils who have EHC plans for special educational needs and/or disabilities.
- Some pupils are looked after by their local authorities.
- The current headteacher has been serving on an interim basis since September 2018.
- The school makes use of the following alternative providers: Great Yarmouth College and Easton and Otley College.

- The school uses supply staff when necessary.
- The most recent standard inspection of the school was in September 2018. At that time, the school was judged inadequate. Four of the independent school standards were not met and the associated requirements of the Equality Act 2010 were not met.
- The DfE issued the school with a notice on 8 November 2018.
- Since the September 2018 standard inspection, Ofsted has conducted an evaluation of the school's action plan for the unmet standards. This was deemed not acceptable in December 2018.
- The inspection was the school's first progress monitoring inspection since the standard inspection in September 2018 and was conducted without notice. The progress monitoring inspection focused on the school's progress against the specific requirements within parts 1, 3 and 8 of the independent school standards.
- The school's inspection history:
 - Ofsted conducted a standard inspection of the school in March 2007. At that time, the quality of education was judged as good. Four of the independent standards were not met and the requirements of the Disability Discrimination Act 2002 were not met.
 - Ofsted conducted a standard inspection of the school in October 2009. At that time, the quality of education was judged as good and all of the independent school standards were met.
 - Ofsted conducted a standard inspection of the school in November 2016. At that time, the school was judged inadequate. Thirteen of the independent school standards were not met and the associated requirements of the Equality Act 2010 were not met.
 - The DfE issued the school with a notice on 12 January 2017.
 - Following the 2016 standard inspection, Ofsted conducted two monitoring inspections and an evaluation of an action plan:
 - February 2017: an evaluation of the school's action plan for the unmet standards was deemed not acceptable
 - 17 May 2017: there was a progress monitoring inspection when independent school standards were not met
 - 2 May 2018: there was a progress monitoring inspection when independent school standards were not met.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The progress monitoring inspection is the first since the standard inspection in September 2018 and was unannounced.
- Meetings were held with the managing director, who is also the proprietor, and another director, the interim headteacher, a senior leader and a teacher. Pupils were spoken to informally.
- The lead inspector viewed documents, including the action plan, the school self-evaluation and the school development plan, minutes of meetings, child protection and safeguarding information.
- The lead inspector observed learning in key stage 3 and key stage 4, spoke with pupils about their work and looked at work in pupils' books.
- The lead inspector held a meeting with a social worker from the local authority.
- The lead inspector also held a telephone conversation with two local authority representatives who are providing support to the school and leaders.

Inspection team

Stefanie Lipinski-Barltrop, lead inspector

Her Majesty's Inspector

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