



All Saints' CE VA Junior and Infant School

Inspection Report

Unique Reference Number 107569
LEA Calderdale
Inspection number 277780
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mr Roger Hartley HMI

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

Type of school	Primary	School address	Dudwell Lane
School category	Voluntary aided		Halifax
Age range of pupils	4 to 11		West Yorkshire HX3 0SD
Gender of pupils	Mixed	Telephone number	01422 367140
Number on roll	203	Fax number	01422 383091
Appropriate authority	The governing body	Chair of governors	Mr K Thorburn
Date of previous inspection	1 March 2000	Headteacher	Mr D Warbick

Age group 4 to 11	Inspection dates 14 June 2006 - 15 June 2006	Inspection number 277780
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector. The inspectors met with the headteacher, members of staff, pupils, governors, a local authority representative, scrutinised a range of documentation provided by the school, and inspected parts of lessons. The inspection also took account of national and school data.

Description of the school

The school is situated in a residential area of Halifax, West Yorkshire. It is a popular school within the community, which comprises mainly owner-occupied semi-detached and detached housing. The percentage of pupils receiving free meals and those with learning difficulties and/or disabilities is very low. There are 9% of pupils whose first language is not English, although none need additional support. The school buildings date from 1909 with several later additions. However, the current accommodation is inadequate especially for the Foundation and Key Stage 1 pupils where classrooms are very cramped and access to the outdoors is restricted. The hall is too small and awkwardly shaped and also accommodates the library, which is underused as a result. Playground provision does not meet the pupils' needs.

Overall, it is the inspection team's view that the accommodation is restricting adversely, the education of the pupils.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

All Saints' CE VA Junior and Infant School is a good school and its popularity and the trust placed in it by its parents and the community at large are well founded. It has built up its reputation over time based on standards, achievement and the development of each child as an individual. These qualities were recognised at the last inspection, and although there have been major staff changes since then, the current headteacher and staff have sustained these important guiding principles, whilst making changes to enhance what the school has to offer, drawing on the strengths of the staff team.

The standards reached throughout the school are good and in national assessments and tests, the pupils consistently turn in results above national averages. Although the children enter school with well-developed skills, which give them a good start, standards would not be as high as they are if it was not for the good quality teaching which permeates the school. The teaching promotes and encourages pupils to fulfil their potential. Nearly all of the teaching is good, and none of it is unsatisfactory. The teachers try hard to provide work which interests and often excites the pupils, who respond keenly, wanting to take part and show what they can do.

These qualities reflect well on the school's efforts to regard each child as an individual. It provides an environment in which they feel safe and cared for, respected, and encouraged to develop their awareness both of themselves and their place in the community and society at large. Parents appreciate these efforts and have welcomed the raft of measures introduced by the headteacher to consult and involve parents, and to circulate news.

The school is consistently striving to make improvements, and there are some things which the staff team recognise need development. For example, although standards are high, there are pockets of weakness in science and mathematics, and the quality of writing could be consistently better. Assessment procedures are not firmly embedded and the curriculum needs further enrichment. However, all these issues are currently being addressed, although their development will require skilful support so that the amount of change undertaken can be implemented effectively.

Considering the accommodation deficiencies, the school provides only satisfactory value for money.

What the school should do to improve further

- Improve standards in mathematics, science and writing.
- Ensure the revised assessment procedures are used effectively to plan the next steps in learning.
- Clarify ways to support and evaluate the implementation of new initiatives.

Achievement and standards

Grade: 2

The standards reached by pupils and the level of their achievement are good overall.

The children enter the Foundation Stage with at least good and often very good levels of attainment and they make good progress towards the early learning goals.

The pupils continue to make good progress throughout Key Stages 1 and 2, reflecting the work done by staff to identify the strengths and weaker aspects of the curriculum, what the pupils can and cannot do, and providing work accordingly. In this positive climate, the pupils achieve their potential and progress in the lessons is almost always brisk.

Standards achieved in national assessments and tests are consistently above national averages. The actual levels reached vary from year to year according to the composition of the pupil groups; for example, Key Stage 1 results this year are better than last year, while those for 2004 did not reach the same levels as for 2003. In both key stages, there are significant numbers of pupils who reach the higher levels in the various subject tests. Detailed analysis of the pupils' performance is well used to identify areas which the school needs to address to reach even higher levels; for example, in science and writing. These aspects are addressed in the school's improvement plan.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and say they feel safe and well supported by adults. The school is committed to providing a good all round education where every child is treated with respect, and opportunities to succeed are offered equally to all. The pupils describe the school as a 'friendly place' where teachers really listen to them. The spiritual ethos of the school is developed well and built on strong links with All Saints' church; some assemblies take place in the church. Behaviour is consistently good and attendance is high. The school has achieved a Healthy Schools Award and pupils have a good awareness of the need to make healthy lifestyle choices. Creative ways have been found to overcome the lack of space in the playground by links with other local schools, and providing a wide range of sporting activities, many of which take advantage of the skills in the local community. Pupils articulate their opinions in lessons and the school council represents the views of the pupils and makes suggestions, many of which are acted upon.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall with some displaying outstanding features, and no inadequate teaching.

Lesson plans are clear and the learning intentions are shared with the pupils. The lessons contain a variety of things to do which stimulate and interest the pupils, keeping them on their toes and helping to provide a brisk pace to their learning. The teachers use a range of techniques and resources to good effect, including electronic whiteboards, challenging questions, 'talking partners' - pairs of pupils discussing problems together, and their own skills such as animated story telling. Lessons are managed and time is organised well. Teaching assistants provide valuable support and are well deployed.

The school has been working hard to provide work in lessons which is designed to meet the learning needs of different groups of pupils. It works best in literacy and numeracy lessons, although very occasionally, an activity proves to be too easy for some pupils.

Curriculum and other activities

Grade: 2

Curriculum provision is good overall. It is broad and balanced, and there are many extra-curricular activities, out of school visits, residential experiences, and a good range of multicultural activities to raise pupils' awareness of faiths, festivals and cultures. All of these different activities are popular with the pupils. The school is in the early stages of planning a 'creative curriculum' based on developing links between subjects through topics and themes. It has already held 'challenge' and 'theme' days, which have provided valuable experience to help in planning the developing curriculum. The curriculum in the Foundation Stage is well planned, focused on the early learning goals, and meets the needs of all the children.

Care, guidance and support

Grade: 2

The pupils receive good care and support. Their health, safety and well-being are given high priority, and there are effective child protection systems and risk assessment procedures in place. Staff have good relationships with pupils and work hard to provide stimulating learning environments. The school has effective measures in place to support pupils with learning difficulties and/or disabilities, who make good progress. Parents are kept well informed about their children's progress and they comment about the willingness of the headteacher and staff to welcome them into the school.

The school is currently developing its assessment procedures. One of its objectives is to provide a more rigorous way of assessing the progress of pupils and involving them more in setting and achieving challenging targets.

Leadership and management

Grade: 3

The headteacher has been in post for almost two years. During that time, there have been several staff changes, although it is only since September 2005 that the school

has had a deputy headteacher. Despite these changes, the headteacher has carried out a review of the school's strengths and areas for development. He has embarked on a programme of measures, including reallocating subject responsibilities, revising assessment procedures, and planning a 'creative' curriculum, and rigorously analysing performance data about standards. It is an ambitious programme, although the staff are fully supportive and are working hard to make changes. However, the measures are new and their impact has yet to fully shine through and have their desired effect. Some of the practical aspects of carrying out these improvements need greater clarity in order to achieve consistency, and efficiency; for example, the time allocated for subject leadership, the reporting of progress, the monitoring process, and the recording of decisions made by the whole school.

A strength of the school is the support received from the governing body who know the school well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to say how much Mrs Davies and I enjoyed spending time in your school. Thank you for being so polite and friendly and telling us about your work and what interests you.

We spent a lot of time finding out how well you are learning by watching you work in some of the lessons and talking to Mr Warbrick and your teachers. Don't they do well! Showing you how to do things, and making sure you have lots of exciting things to do. At the end of the inspection we talked to Mr Warbrick about what we had found out. This is what we said.

We thought you were well behaved all of the time. You listened carefully to your teachers, did as you were asked, and worked hard in your lessons. Even the youngest children were good at taking turns and sharing things. The older pupils acted responsibly, taking care of books and equipment. You told us that you enjoyed coming to school and that the adults took good care of you. You certainly seem to enjoy your work and we are pleased that you want to do well.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. Of course, we couldn't think of anything that you need to do, because you're brilliant already!

It was difficult to find anything for Mr Warbrick and the teachers to do either because, like you, they work so hard. However, we did talk about the way your teachers check up on how well you are doing, and to make sure that you keep on getting better in your writing and in some of your mathematics and science work.

So, keep working hard, doing your best and enjoying your school. Remember, if I ever come to All Saints' again, I'll want to know how you are getting on!