



All Saints Church of England Aided Junior School

Inspection Report

Unique Reference Number 116358
LEA Hampshire LEA
Inspection number 279800
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Steven Hill AI

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

Type of school	Primary	School address	Leawood Road
School category	Voluntary aided		Fleet
Age range of pupils	7 to 11		GU51 5AJ
Gender of pupils	Mixed	Telephone number	01252615428
Number on roll	415	Fax number	01252812767
Appropriate authority	The governing body	Chair of governors	Mrs Mildred Stocks
Date of previous inspection	26 June 2000	Headteacher	Mrs J I Roberts

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large junior school in Fleet. Most pupils come from the local area and their social circumstances, while varied, are better than average. About 90% of pupils are of white British origin, with the rest from a variety of other heritages. Almost all pupils speak English at home, and all are fluent speakers of English. Pupils' attainment on entry covers a wide range, but is significantly above average overall. The number of pupils with special educational needs is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school believes that it is doing a very good job, and inspectors agree. This is an outstanding school that provides outstanding value for money. Pupils' achievement is very good because of outstanding teaching. Standards are very high, particularly in English, mathematics and science. Virtually all pupils meet the expected standards by the end of Year 6, and a large majority exceed them. Standards in writing, while good, are not as outstanding as in reading, particularly for boys. The school is working effectively to close this gap. Pupils' personal development is excellent. Pupils really enjoy school, take a pride in their work and get on very well with each other, and with staff. Behaviour is very good. Pupils have a real say in how the school works, through the School Council. There is an innovative and exciting curriculum, which stimulates interest and enthusiasm. This leads to high standards in a wide range of subjects. Pupils are cared for very effectively and feel safe, happy and secure in school. Their self-esteem is nurtured and they grow into confident, articulate and hard working young people. There are excellent relationships with parents who greatly appreciate what the school does for their children. One wrote 'I have found All Saints to be an outstanding school and very well led and managed, and my children agree'. The school's many successes stem from the outstanding leadership and management. There is highly effective teamwork between staff, which successfully promotes high academic and pastoral standards for all pupils. The head provides excellent leadership and ensures that everyone promotes the positive ethos very effectively. Governors provide good support. The school is constantly striving to improve and has outstanding self-evaluation systems to help do this. It is well placed to build upon the significant improvements since the last inspection.

What the school should do to improve further

* Improve writing standards for higher attaining pupils, particularly boys.

Achievement and standards

Grade: 1

Achievement is outstanding and standards are very high. This is because achievement is monitored very thoroughly. Any pupils who start to slip behind are given extra help and support, and those who are doing well are given more challenging work. As a result, by Year 6 virtually all pupils meet the expected standards in English, mathematics and science, and a large majority exceed them. Very large numbers (about 90%) reach the higher standards in reading and in science. In writing, although pupils do well, their scores in national tests are not as high as in reading and other subjects, particularly for boys. The school narrowed this gap last year, and is continuing to work successfully to improve further. There was some writing of very high quality on display during the inspection. The high standards in the 'basics' are not achieved at the expense of other subjects, and pupils do well in a wide range of curriculum areas. Their work in art is very good and they enjoy outstanding success in music. A large number learn to play

instruments to a high standard. Very good support to pupils with special educational needs ensures that they make outstanding progress during their time in school. High-fliers are not neglected and are enabled to achieve very high standards.

Personal development and well-being

Grade: 1

Pupils' behaviour in lessons and around the school is very good. Relationships are excellent throughout the school. Pupils really enjoy school, and one eight-year-old summed this up when he told his parents, It's well cool. Pupils' spiritual, moral, social and cultural development is outstanding. The Christian ethos and the strong focus on the development of personal qualities lead to a high level of self-awareness. Pupils' social development is encouraged through structured work in pairs and groups in class, and through the School Council. Pupils have a wide cultural understanding because they are offered excellent opportunities, for example in art, music, dance and drama. Pupils have a good understanding of healthy lifestyles. They do a wide variety of exercise in lessons, and many participate enthusiastically in after-school sports clubs. All pupils know all about healthy eating, including the experience of making a high-quality healthy lunch. Pupils report that the rare incidents of bullying are effectively managed by the school, and confirm that there are trusted adults in whom they can confide. The School Council affords good opportunities for pupils to participate in decision-making. Pupils are able to voice their opinions effectively. They have a good understanding of the wider world, particularly through excellent links with a school in the Gambia. Pupils successfully organise activities that raise considerable funds to help this link school.

Quality of provision

Teaching and learning

Grade: 1

High quality teaching and learning underpin much of the school's success. Teachers have high expectations and plan work that is challenging and interesting. As a result, pupils are keen to work hard and they make rapid progress. Lessons are purposeful and high standards of discipline are based on mutual respect between staff and pupils. This means little time is wasted and learning has a fast pace. There is a high emphasis on practical work to enthuse pupils, and on links between subjects and to everyday life. This makes work more meaningful and interesting so that pupils' understanding is very secure. Teachers are very good at explaining to pupils what they have done well, and how they can improve. Pupils are given many opportunities to evaluate for themselves how they are getting on. Pupils work hard, join in with enthusiasm, and take a great pride in their achievements because clear targets are set for them. Teachers make effective use of the skilled teaching assistants, which enhances achievement. Teachers are not afraid to take risks and to try new and adventurous activities that develop pupils' collaborative skills. These challenge pupils and make learning exciting

and interesting. Inspectors saw this work very well in mixed aged groups during the inspection.

Curriculum and other activities

Grade: 1

The school's curriculum is lively and innovative. It enables teachers to use their considerable strengths and to match the work very well to the needs and interests of all pupils. As a result, all pupils show enormous enjoyment in their work, make very good progress and reach high standards. Very rigorous monitoring ensures that all pupils undertake a wide and exciting range of activities and cover all subjects thoroughly. The enormous number of frequent visitors and regular trips enriches the curriculum considerably. Teachers use their great enthusiasm and creativity to enrich the curriculum in a range of exciting ways. During the regular 'Focus Weeks,' normal lessons are suspended while pupils undertake projects. Mixed age groups collaborate to plan a tea party, organise an art exhibition or produce a fashion show. These events capture the interest of pupils as they use their skills of communication and co-operation to solve problems. The school provides excellent opportunities for extra-curricular activities, including 35 different clubs that are enthusiastically attended by many pupils. This enhances learning well and gives very good opportunities for pupils with particular talents to attain high standards. The school has many awards that acknowledge its outstanding curriculum, such as Arts Mark Gold and the Healthy Schools Award.

Care, guidance and support

Grade: 1

The care, guidance and support provided by the school are excellent. Staff are highly committed to pupils' personal well-being and development. Relationships between pupils and staff are very good, and make a significant contribution to pupils' enjoyment of school. Older pupils, particularly the 'Guardian Angels' in Year 6, are very caring of younger children. Parents are very appreciative of the how the school cares for their children, who they agree are safe and happy at school. One parent wrote: 'I feel that my child is being cared for in a respectful way, and that the values of the school cannot be faulted'. Arrangements for child protection are excellent. All staff are continually alert to possible child protection issues, and take effective action where necessary. Matters of pupils' health and safety are addressed through clear and effective policies and procedures, which are regularly clarified with staff. Teachers' monitoring and assessment of pupils' academic development is exemplary, with the result that pupils of all levels of attainment make excellent progress.

Leadership and management

Grade: 1

The school has many strengths because of outstanding leadership and management. The headteacher has successfully created an efficient and effective team that is focused

on getting the best for pupils in every way. All staff consistently promote the school's ethos of caring for each other, whilst striving for high achievement. There are very effective management systems to involve all staff in checking on how pupils are doing, building on success by sharing good practice, and analysing any shortfalls. All staff work together to tackle any weaknesses rigorously and thoroughly. Careful account is taken of the views of parents and pupils in planning developments. Governors give good support to the school and have a clear view of its strengths and weaknesses. Extensive lesson observation, and careful scrutiny of pupils' work and assessment data, all support the school's outstanding self-evaluation. The school's written self-evaluation was largely accurate, although their exacting standards led them to assess teaching, leadership and management as good, when in fact they are outstanding. The school's willingness to innovate in order to provide more varied and exciting experiences for children, as well as the constant focus on raising standards, mean that the school is continually improving. The outstanding teaching is boosted by the excellent support for professional development. For example, extensive training sessions and help from the science co-ordinator helped develop teaching skills considerably, with resulting major increases in scores in national tests. The school is very well placed to improve further.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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	NA
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

Thank you for all your help during the inspection this week. We enjoyed talking to you and watching you at work in lessons. We think that All Saints is a very good school and that you all do very well. You are good at writing, and really good at reading, maths and science. We were also impressed by how good you are at art and music. Here are some of the reasons that you do so well.

* Your teachers are good at explaining things to you, so you learn a lot in lessons. They make sure that you get work that is just hard enough and give you lots of chances to work in teams, particularly during the focus weeks. * The school gives you lots of exciting and interesting things to do, including in the huge number of clubs. * You work hard, get on well with each other, and enjoy learning. You are very polite and well behaved, and very helpful to each other and to adults.* You behave very responsibly when you have jobs to do. The School Council works hard to make sure that the teachers know your opinions. The Guardian Angels are very good at looking after younger pupils. * You learn a lot about staying healthy, through sport and through eating proper foods. We really enjoyed the wonderful healthy lunch that some of you cooked for us on Wednesday. * The adults in school look after you very well.* The headteacher and her staff organise the school really well, and are always trying to make things even better.

To be better still, you need to keep working with your teachers to improve your writing, so that it is just as good as your reading.