



All Saints Church of England Primary School, Chatham

Inspection Report

Unique Reference Number 118639
LEA Medway
Inspection number 280364
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Clive Lewis AI

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

Type of school	Primary	School address	Magpie Hall Road
School category	Voluntary controlled		Chatham
Age range of pupils	4 to 11		Kent ME4 5JY
Gender of pupils	Mixed	Telephone number	01634 338922
Number on roll	307	Fax number	01634 338933
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	17 January 2000	Headteacher	Mr Stuart Kay

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

All Saints is a school of above-average size. A significant number of its pupils come from socially-disadvantaged backgrounds. The proportion of pupils eligible for free school meals is broadly average. About one quarter of the children are from minority ethnic groups and about 14% are learning English as an additional language. Children receive a variety of pre-school experiences and attainment is below average on entry. The school has significantly more pupils than average with learning difficulties and disabilities although a number of these pupils have relatively minor learning needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

All Saints Primary is an outstanding school where pupils really enjoy learning. Senior managers are more modest in their evaluation of the school's effectiveness. Despite the outstanding achievement, there is no hint of complacency and it is continually seeking ways to improve its work through diligent self-evaluation. The school is exceptionally well led. Standards by the end of Year 6 have been consistently above the national average for the last four years and pupils make outstanding progress during their time in the school. Standards and progress have been very well sustained at high levels since the last inspection because of the very effective leadership and team approach. The quality of provision in the foundation stage is good. Children make good progress from their below average starting points so that the majority attain the nationally expected goals by the end of the reception year. Teaching overall is outstanding. Lessons are lively and interesting and pupils take part with real enthusiasm. However, on a very few occasions, the work set for a minority of pupils is too difficult. The curriculum is a real strength of the school and offers pupils an excellent variety of activities over and above what is usually seen. However, opportunities for pupils to learn about the range of different cultures reflected in modern Britain could be improved. Pupils attitudes are very good, and their behaviour and attendance are good. Relationships are very good and play a key role in the outstanding progress pupils make. The provision for care, support and guidance is a great strength and the school's links with outside agencies to promote the well-being of pupils are very good. Parents unanimously recognise how good the school is. The outstanding leadership of the headteacher, and the support of the staff and governors, gives the school strong capacity to improve further. It gives outstanding value for money.

What the school should do to improve further

- Further extend opportunities for pupils to learn about the range of different cultures reflected in modern Britain
- Ensure that the level of work is always appropriately pitched for pupils based on their prior attainment and ability

Achievement and standards

Grade: 1

Pupils' achievement is outstanding, and standards have been very well improved and maintained since the last inspection. This reflects teachers' high expectations, and the very good response from the pupils. Although children's attainment on entry is below average, they make good progress through the foundation stage and this continues in Years 1 and 2 so that standards by the age of seven are in line with the national average. This is built on very well in the Juniors so that by Year 6 attainment is above national averages. Boys and girls achieve equally well and there is no difference in the progress and standards between pupils of different cultural heritage. Pupils who are

gifted and talented make good progress. Those with learning difficulties and disabilities also achieve well. The challenging targets set in 2005 were broadly met and the school has set equally challenging targets for the current cohort of Year 6 pupils. The exceptional richness of the curriculum ensures that pupils make consistently good progress and this results in outstanding achievement overall.

Personal development and well-being

Grade: 2

Personal development and well-being are good, with significant strengths in the pupils' enjoyment of school. As a result, attendance is good. Pupils say they feel safe, expressing appreciation of teachers' care for their welfare. They have a good understanding of the consequences of lack of exercise and an unhealthy diet. Spiritual development is good; pupils understand and celebrate their own achievements and those of others. Good understanding of differences between right and wrong is clear from their behaviour and the consideration that pupils show for others. Pupils feel that bullying is well controlled through the Sanctuary counselling system and the school's Fix-it sanctions. Pupils develop their social skills well through their enthusiastic involvement in a wide range of extra-curricular, community and church activities. Although respect for other cultures is fostered through the religious education curriculum, more opportunities could be taken for introducing pupils to the wide range of different cultures making up modern Britain. Children in the foundation stage have settled down well. Years 1 and 2 already take responsibility, representing the views of their classmates on the school council, for example. Throughout the school pupils have good opportunities to collaborate with each other, to make independent decisions and to develop the key skills that will contribute to future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. The high proportion of good and better teaching results in pupils making outstanding progress over their time in the school. Lessons are very well planned and pupils' progress is monitored very carefully and regularly so that pupils are helped to build on what they have learnt before. Teaching in the foundation stage is good and the teachers are beginning to make good use of the new, improved and enlarged accommodation both indoors and out. The school's focus on making learning expectations clear at the beginning of every lesson means that the pupils know precisely what it is that they are expected to learn. Almost all lessons are conducted at a lively pace with varied activities that hold pupils' interest and ensure that they get a lot done. Teachers make particularly effective use of information and communication technology, including the interactive whiteboards, that are in every classroom, to enthuse the pupils. The use, for example, of "zappers" in a mental mathematics session to record pupils' answers to quickfire questions not only gave teachers reliable assessment information on each pupil's progress but also helped

make learning fun. Very effective use is made of the generous number of well-qualified teaching assistants in the school. Work is mostly well matched to pupils' abilities, reflecting the high expectations teachers have of what pupils can achieve and helping pupils to think for themselves. Just occasionally, however, expectations are too high and work is sometimes set in lessons that is too demanding for some.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It goes beyond what is usually seen because it enables pupils to learn French throughout their time in school, from the start of the reception year. Pupils say they 'love the school' and particularly like the extra-curricular activities. Children in the foundation stage benefit from the 'outdoor curriculum' activities planned for the new, readily accessible and secure outside area. Older pupils are all taught and able to earn a certificate for first aid skills. Pupils also benefit from the opportunity to take part in a huge variety of clubs and other extra-curricular activities, before and after school and during the lunch break. The take-up for clubs is high, and the activities on offer help to boost the school's provision for pupils who may be especially gifted or talented. The school is very well resourced and this too contributes to the high quality of provision and to pupils' outstanding achievement. The recent investment in new computers and interactive whiteboards has helped to make teaching more effective by making lessons more engaging.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding. This view is also confirmed in the comments from pupils, who describe the school as a place where they feel safe and secure. There are very effective arrangements for child protection and to support the most vulnerable pupils and the school has very good links with outside agencies. Pupils learning English as an additional language and those with learning or behavioural difficulties all get the support they need in and out of lessons that helps them achieve as well as others. Minor accidents and first aid requirements are dealt with well. The very good academic guidance given to pupils helps them achieve as well as they do because they know what it is they need to do to improve their work. This is evident through teachers' very good marking and through the targets pupils are given for literacy, numeracy and their personal development.

Leadership and management

Grade: 1

Leadership and management are outstanding. The sustained high quality of management has ensured the distinctive ethos and the consistent progress made by different groups of pupils. The headteacher gives the school enthusiasm, and his strong leadership and dedication ensure that every opportunity is grasped to give the pupils the very best provision possible. He is very well supported by the senior leadership

team, but all staff share the very clear vision and feel fully involved in ensuring the success of the school. Many pupils display a sense of responsibility for their school, and enjoy being involved in decision making through the school council.

The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, ensuring that all pupils have equal opportunities. It is used very well to indicate where support is needed, and this is then provided in a number of frequently innovative ways. Links with outside agencies and with parents are good and add to the pupils' opportunities. The governors are very capable and committed, using a wide range of approaches to inform their decision making. They and the headteacher have a very clear understanding of the school's strengths and weaknesses and work steadfastly to improve pupils' opportunities through the very comprehensive improvement plan. Resources are used exceptionally well. The school has a strong capacity 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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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	2	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?	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	1	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?	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	2	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	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

Thank you for welcoming us to your school. We enjoyed visiting the school and seeing you at work and play. You gave us lots of helpful comments that helped us to form a true picture of your school. This is what we found out:

Your teachers and all other adults in the school help you to learn very well

You behave well and you know how to tell right from wrong.

You clearly enjoy coming to school because there are lots of interesting activities for you to take part in and your teachers are very enthusiastic.

We were pleased that your level of attendance is better than most schools.

We were impressed that the school is helping you to stay healthy by encouraging you to eat healthy foods and take regular exercise.

We also liked the way that you get on well together, support each other and care for one another.

There are two small things we have asked the school to do to make it even better:

We think that sometimes the work you are asked to do is too hard for a few of you and we are asking your teachers to take care to make sure that work is always set at the correct level.

We have also asked your teachers to help you to learn more about the cultural traditions of the different communities in Britain.

We think that your school is an outstanding one and one of which you should be proud. We are confident that, with your help, the school will improve still further.

Good luck to you all in the future.