

# All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	133321
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	316079
<b>Inspection dates</b>	12–13 February 2008
<b>Reporting inspector</b>	Paul Missin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Styles
<b>Headteacher</b>	Susan Costa
<b>Date of previous school inspection</b>	22 October 2002
<b>School address</b>	Tylden Way Horsham RH12 5JB
<b>Telephone number</b>	01403 270460
<b>Fax number</b>	01403 756109

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school first opened in 2001. The current Year 6 is the first year group that has been in the school from Reception since it opened. Most children benefit from pre-school educational provision and attainment on entry is mostly above expectations. The proportion of pupils with learning difficulties and/or disabilities is below average. Almost all pupils are of White British heritage and very few are at an early stage of learning English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good, effective school. The growth of the school has been managed sensitively and effectively by the school leaders. It has a clear focus for its work which brings together a drive for academic excellence and effective pastoral support. The school has a strong caring ethos which is appreciated by many parents. One wrote, 'This school excels in providing a caring, friendly environment where children are taught Christian values and encouraged to respect and care for each other.' Inspectors agree. The support given to individual pupils is outstanding, as is the promotion of their personal development. Pupils reflect maturely on their responsibility to others in the school and the wider community. They have a good appreciation of healthy lifestyles and are very well aware of the importance of keeping safe. Pupils enjoy school and attend promptly and regularly. The contribution they make to the school and wider community is excellent. This contributes to the very positive ethos of the school and the strong sense of belonging and commitment to its work. Behaviour and attitudes are good. However, there are a few occasions in lessons when pupils do not give teachers their full attention. This is a concern for a few parents.

Since the school's establishment, the focus of improvement has rightly been on the Foundation Stage and Years 1 and 2. This has been successful. Provision in the Foundation Stage is good and children get off to a very good start to their learning. They make good progress and standards are above average by the beginning of Year 1. Pupils in Years 1 and 2 also make consistently good progress. As a result, most achieve standards which are well above average in reading, writing and mathematics by the end of Year 2. Consistently good progress has not yet been achieved by the end of Year 6. Standards in Year 6 have been average for the past three years and achievement here has only been satisfactory. These year groups were small and included several pupils who joined at a late stage. The current Year 6 is the first established group to have moved through the school, with most pupils beginning in the Reception class. The current Year 6 is on track to reach above-average standards, which represents good progress from their starting points. This is good progress but it could be even better.

Teaching is good overall and in most lessons there is a clear and effective focus on encouraging pupils' confidence in speaking. Planning is detailed and teachers use resources such as the interactive whiteboards well to add interest to their lessons. Teachers' marking of pupils' work does not always show them clearly enough how they could improve. Leadership and management are good. The headteacher is well supported by other senior teachers. Together they have introduced a good curriculum which is clearly focused on the development of basic literacy and numeracy skills and with an interesting new emphasis on creative learning. School improvement planning and self-evaluation procedures are effective. These strengths mean that the school is now well placed to secure further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Foundation Stage make a very successful start to their learning. They make good progress because of the high expectations and good subject knowledge of the teacher. By the end of the year, they have a very good base of early literacy and numeracy skills. Their good personal development, aided by their very good language skills, means that they relate well to adults and each other and work well together. There is more emphasis on providing activities that are directed by adults than those where children can move freely to pursue their

own ideas. Nevertheless, they show that they can make decisions about following their own interests and sustain impressive commitment to the activities which they have chosen.

### **What the school should do to improve further**

- Ensure that pupils in Years 3 to 6 make consistently good progress by building successfully on the good start that they get in the Foundation Stage and in Years 1 and 2.
- Increase the effectiveness of teaching by ensuring that the marking of pupils' work shows them clearly how to improve and that pupils are fully engaged in all parts of the lesson.

## **Achievement and standards**

### **Grade: 2**

Children make good progress in the Foundation Stage to reach above-average standards by the beginning of Year 1. This good progress continues into Year 2, where standards have been mostly well above average in reading, writing and mathematics. Standards in the current Year 6 are now above average, with pupils making good progress in English, mathematics and science. However, this has not always been the case. Indications from the school's assessment and tracking data show that pupils are now making good progress from their starting points towards meeting their challenging targets. Pupils with learning difficulties and/or disabilities are supported well and also make good progress in their learning.

## **Personal development and well-being**

### **Grade: 1**

Pupils are reflective and self-aware and are very conscious of the needs of others within and beyond the school community. Their spiritual, moral, social and cultural development is excellent. They have mature ideas and value one another's beliefs and opinions. Pupils enjoy coming to school and taking part in all the activities and, as a result, most attend regularly and promptly. Most are enthusiastic learners and their behaviour is good. Pupils appreciate the opportunity to take part in a wide range of sporting activities and know the impact that this has on keeping healthy. The contribution that they make to the school and wider community is outstanding. The work of the school council has brought some significant changes to the school's work and effective links are established with the local parish community. All these positive qualities prepare pupils well for their future education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Throughout the school, teachers manage pupils well and they establish classrooms where pupils feel relaxed, valued and ready to learn. Teachers are enthusiastic and demonstrate good subject knowledge. Pupils' oral skills are developed well and they express mature ideas in class discussion. In many lessons pupils are fully engaged and are given interesting and challenging work to do. Teachers make good use of resources, such as interactive whiteboards, to make lessons interesting. Good opportunity is provided for pupils to work in groups and to undertake their own research, sometimes using the Internet. Occasionally, where the pace of lessons drops, pupils become restless and do not always give their teachers their full attention.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provides pupils with good opportunities to develop their basic literacy and numeracy skills. An innovative new approach has been introduced giving pupils greater opportunity to develop their thinking more deeply across different subjects. The enthusiasm shown by Year 2 in their re-enactment of the burning of Pudding Lane in their guided reading lesson demonstrated how pupils are enjoying these opportunities. The curriculum is very effectively adapted to support pupils with a wide range of emotional needs. It is enriched further by a wide variety of visitors in and trips out which enhance pupils' personal development and cultural understanding. Pupils are very proud of their 'sporty' school and appreciate the range of activities available to them in the wider curriculum.

## **Care, guidance and support**

### **Grade: 2**

The pastoral care shown to pupils is a particularly strong feature. The school ensures that pupils feel safe and they are confident that they will be supported in any difficulty. Arrangements for the safeguarding of pupils are securely in place and the school meets all requirements needed to ensure their health and safety. The excellent relationships between adults and pupils and strong provision for their personal and social development mean that they are guided effectively into enjoying healthy lifestyles. Academic guidance is good. Assessment information is used well to track the progress that pupils are making and to set learning targets for pupils. However, the inconsistent use of targets and shortcomings in the way that the marking of pupils' work is used to identify the next steps in pupils' learning mean that pupils are not sufficiently aware of how to improve their work.

## **Leadership and management**

### **Grade: 2**

Effective leadership by the headteacher and governing body ensures that the school has a high profile in the local community and the support of most of its parents. Leadership and management processes have successfully promoted strengths in the school's caring ethos and its Christian foundation. The way that the needs of vulnerable pupils are identified and met is very good indeed. However, processes to ensure that older pupils make the best possible progress are not fully secure. The headteacher supports and encourages staff well and there is a shared commitment to working towards school improvement. The contribution of the senior leaders is good. School development planning is detailed and is clearly at the heart of the school's work. Self-evaluation processes are good but leaders are not yet analysing all available data sharply enough to provide a very precise picture of overall progress trends. Key governors are knowledgeable and well informed. Their role in supporting and challenging the school has improved since the last inspection.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

16 February 2008

Dear Pupils,

Inspection of All Saints Church of England Primary School, Horsham RH12 5JB

Thank you for making us so welcome when we came to the school recently to see how well you were doing.

Here are the things that we think are best about your school.

- Children in the Reception class get off to a good start and those of you in Years 1 and 2 do particularly well in your reading, writing and mathematics.
- You have some very mature ideas that you express very confidently to teachers and visitors.
- All the adults in the school look after you very well.
- Your headteacher, staff and governors have worked hard to ensure that as the school has grown it is developing and improving well.
- The way that you think about others and take responsibility in the school is very good indeed.

There are two things that we thought could be better.

- The school needs to make sure that older pupils continue to make the best possible progress in their learning and build on what they already know and can do.
- Teachers need to show you more clearly how to improve when they mark your work and make sure that you are all giving your full attention in lessons.

You can help by always listening carefully in lessons.

Thank you again for your welcome.

We wish you well for the future.

Yours sincerely,

Paul Missin Lead inspector

16 February 2008

Dear Pupils,

**Inspection of All Saints Church of England Primary School, Horsham RH12  
5JB**

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Yours sincerely,

Paul Missin  
Lead inspector