

# All Saints' CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	135459
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	341649
<b>Inspection dates</b>	5–6 November 2009
<b>Reporting inspector</b>	Natalia Power

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Whittaker
<b>Headteacher</b>	Mrs Tina Norman
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Norreys Avenue Wokingham Berkshire RG40 1UX
<b>Telephone number</b>	0118 9787173
<b>Fax number</b>	0118 9891342
<b>Email address</b>	tnorman@allsaints.wokingham.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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## Introduction

This inspection was carried out by three additional inspectors.

The inspectors visited 22 lessons and held meetings with governors, staff and groups of children. They observed the school's work and looked at the school's plans, its self-evaluation, the data the school has collected on pupils' progress, and the minutes of the governing body. They considered the responses in 113 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and the progress made by all pupils in lessons
- the quality of teaching and the role of leaders and managers in promoting its improvement
- the effectiveness of the school's measures to raise attainment for all pupils in writing.

## Information about the school

This school is average in size. It was formed in September 2008 from the amalgamation of two neighbouring schools, a junior school and an infant and nursery school. For two years before the amalgamation, the headteacher of the infant and nursery school was also the executive head of the junior school. The proportion of pupils eligible for free school meals is higher than usual. Around a fifth of pupils are from a diverse range of minority ethnic backgrounds, with no one group predominating. A few pupils have first languages other than English, most commonly Polish and Bulgarian. More pupils than usual have a statement of special educational needs, and the school has specialist provision for pupils with physical disabilities. Overall, the proportion of pupils with special educational needs and/or disabilities is higher than average. Pupils with behavioural, emotional and social difficulties form the largest group.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education for its pupils.

- Pupils, parents and carers and staff comment that the school is welcoming and inclusive, and has a nurturing ethos.
- Pupils' enjoyment of their learning and their overall achievement are satisfactory. Standards are broadly in line with national averages and pupils make satisfactory progress in lessons.
- Most pupils behave satisfactorily in lessons and around the school. Pupils report that they do not like it when a few of their classmates display challenging behaviour in lessons, which disrupts the learning of the majority.
- Pupils feel safe in school. They are friendly and considerate towards one another and value the friendship of those with physical disabilities. Their spiritual, moral, social and cultural development is good. They have a good understanding of how to stay healthy.
- Good care and support ensure that pupils from minority ethnic backgrounds, those at an early stage of learning English, and those with special educational needs and/or disabilities, including those with physical disabilities, all make satisfactory progress in line with their peers.
- Teaching ranges in quality from class to class, but is satisfactory overall and leads to satisfactory learning. Teachers have good relationships with their classes, but sometimes dominate the lessons too much, preventing pupils from contributing enough. In some lessons, the level of challenge is too low, especially for more-able pupils, and in these cases pupils make slower progress.
- The curriculum provides good enrichment activities. Its focus on key skills is adequate and contributes to pupils making satisfactory progress. It does not always provide sufficient challenge, particularly in cases when pupils are given too many worksheets to complete. This has a particular impact on pupils' writing skills, limiting their fluency and resulting in pupils' attainment in writing lagging behind reading.
- Leaders and managers track pupils' progress adequately, ensuring that work is matched to the needs of most pupils. They recognise that teaching and learning vary in quality, and are beginning to implement a programme of classroom monitoring, but currently this does not focus sufficiently on the quality of pupils' learning.
- Leaders, managers and governors have a realistic understanding of the school's strengths and areas for development. Their plans for the future identify correct priorities for improvement, but at this early stage the school has had limited time to

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establish a record of improvement. On the evidence available, the school has a satisfactory capacity for sustained improvement.

## What does the school need to do to improve further?

- Implement, by July 2010, an improved programme of classroom monitoring, with a sharper focus on how well pupils are learning, to ensure that teaching is consistently good or better.
- Improve the quality of pupils' learning by:
  - raising the level of challenge for all pupils, particularly those of higher ability
  - ensuring that pupils have more opportunities to take more responsibility and to contribute more fully in lessons.
  - Raise attainment in writing across the school by ensuring that pupils have as many opportunities as possible to practise fluency in writing in a range of subjects.

## Outcomes for individuals and groups of pupils

**3**

The quality of pupils' learning is satisfactory. Pupils' achievement and enjoyment depend strongly on the extent to which they are given opportunities to join in and contribute to their own learning. When pupils are offered good opportunities to contribute, their behaviour improves as they become engrossed in their tasks, and they then make faster progress in their learning. For example, in one English lesson pupils in Year 3 were given separate sentences and asked to put them in order to form a story. They enjoyed discussing the task and working collaboratively. In such lessons, pupils make faster progress than in others where they spend too long sitting on the carpet listening to the teacher.

Pupils' attainment is broadly average at the end of Key Stages 1 and 2, and they make satisfactory progress from broadly average starting points. As the school was opened just over a year ago, there is no validated data on how well pupils do in national tests. Information from the school shows that pupils reach average standards in reading but lag behind in writing. Pupils who have special educational needs and/or disabilities are well supported and make progress in step with others. The attainment of pupils from minority ethnic backgrounds is generally in line with that of other pupils. Those at an early stage of learning English catch up quickly because of good support, and they too make satisfactory progress.

Pupils' spiritual, moral, social and cultural development is good. They work together amicably and respect differences of opinion. They forge positive relationships with others and treat fellow pupils with special educational needs and/or disabilities as valued friends and key members of the school community. Pupils have a strong sense of fair play. They respond well when given responsibility but are not always given enough opportunities to show initiative in lessons. Pupils feel safe in school and know whom to turn to if they have any worries. They report that there is little bullying or unkindness

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from other pupils. However, they do not like it when the challenging behaviour of a few pupils with behavioural, emotional and social difficulties disrupts their learning. In general, behaviour is satisfactory. It is better when pupils are interested and engaged. Pupils are considerate towards one another in the playground. They are willing to embrace a healthy lifestyle and are proud that the school has achieved Healthy School status. They contribute adequately to the school community, for example, by playing an active part in the school council. Attendance is average, and the proportion of pupils who are persistently absent, for reasons other than ill health or disability, is reducing as a result of effective measures taken by the school. The satisfactory progress pupils make towards learning basic skills prepares them adequately for the next stage of schooling.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers and teaching assistants are dedicated and supportive. There are warm relationships in the classroom, and one pupil commented, 'I enjoy it when the teachers encourage me to try new stuff.' Teachers use questioning clearly to explain tasks to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils, giving them the confidence to try new tasks. However, teachers sometimes dominate the lessons, and this limits pupils' opportunities to learn for themselves and forge ahead at a faster pace. Pupils' progress is carefully tracked and the information is used to provide work which is adequately matched to their needs. However, for some pupils, particularly the more-able, the work set is too easy and, as a consequence, these pupils sometimes lose concentration and make slower progress. Teaching assistants give good support to pupils with additional needs, to help them keep up with the pace of work.

The curriculum has a sound focus on the basic skills, and the many activities to enrich the basic curriculum are exciting and wide ranging. The clubs, trips and visits to places of interest are appreciated by the pupils. Music is a growing strength of the curriculum, and pupils are encouraged to play instruments and to sing in the choir. Information and communication technology is used creatively to enhance the curriculum. The school recognises that not enough is done to develop pupils' fluency in writing. For example, in some lessons an over-reliance on worksheets, especially for younger pupils, means that pupils are not sufficiently encouraged to write at length and in different styles.

Pupils are well cared for and given strong support. Vulnerable children and those with physical disabilities are looked after particularly well. Parents and carers value the support given to pupils with special educational needs and/or disabilities, enabling them to make sound progress. The parent of one pupil commented, 'The school is warm and friendly, with a great emphasis being placed on learning in a nurturing environment.' Through the good example set by adults, pupils value one another and one commented, 'My school is very good because it helps people with disabilities.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

In just over a year, the headteacher, ably supported by the deputy headteacher, has created a welcoming and nurturing ethos. A number of parents and carers comment that All Saints is 'a happy school'. Leaders, managers and governors promote equality of opportunity adequately and ensure that all pupils, whatever their background or needs, make satisfactory progress overall. Their ambition to improve the school is sound and they know what needs to be done to promote faster learning and progress among pupils. However, in the past year their efforts have been focused on establishing the new school and setting up essential new systems. As a result, leaders and managers

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have not spent sufficient time in the classroom motivating the teachers and ensuring that pupils learn effectively.

Leaders, managers and governors have an honest and realistic understanding of the school's strengths and areas for development. Their planning accurately identifies strategies for improvement. However, the pressures of setting up a new school have delayed the implementation of improvements to the quality of teaching and learning. Governors provide sound support and are ready to challenge the school and hold it to account. Leaders, managers and governors ensure that safeguarding procedures are effective, and that pupils understand how to keep themselves safe. Leaders and managers have created a new and cohesive school with a sense of its importance in the local community. School leaders do not sufficiently develop pupils' links with the wider world beyond the school or sufficiently evaluate the impact of measures to promote community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

As a result of sound teaching, children in the Early Years Foundation Stage make satisfactory progress in their learning and personal development. Children are looked after well. They are happy and quickly settle into their routines. This is because induction procedures, including home visits before children enter the Nursery, are good. As a result, children feel confident and ready to explore the attractive play areas. Most children are ready to behave well and play together, but some need firm reminders that they must share and take turns. Children are safe and secure, and adults promote



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children's welfare well. Teaching is satisfactory overall. The adults prepare inviting activities for the children to choose for themselves, but do not always guide them towards tasks which provide sufficient challenge. The tracking of children's progress, though based on thorough observation of each child's activities, is not always used sufficiently to bring out the best in each child. Sometimes the work is too easy for the children's capabilities, and opportunities are sometimes missed to encourage children to develop basic writing skills, which as a consequence lag behind their reading skills, or to speak and listen as much possible. The Early Years Foundation Stage is satisfactorily led, and the manager has identified raising standards, through improving the quality of the tracking of children's progress, as a priority for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The large majority of parents and carers who returned questionnaires or who spoke to the inspection team are happy with the school. They feel that the school has a warm, friendly atmosphere, and they value the care and support provided by the staff. However, almost a quarter feels that the school is not effective enough in tackling bad behaviour. Inspectors found that, in general, behaviour in lessons and around the school is satisfactory, and that the school deals effectively with the small number of pupils who exhibit challenging behaviour. A few parents and carers did not agree that their children were making sufficient progress. Inspectors identified some underachievement, particularly in writing, and have indicated to the school what it needs to do to improve.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints' CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	53	50	44	2	2	0	0
The school keeps my child safe	67	59	42	37	3	3	0	0
The school informs me about my child's progress	53	47	52	46	7	6	0	0
My child is making enough progress at this school	45	40	50	44	14	12	1	1
The teaching is good at this school	57	50	45	50	6	5	1	1
The school helps me to support my child's learning	47	42	57	50	6	5	1	1
The school helps my child to have a healthy lifestyle	59	52	49	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	42	60	53	0	0	2	2
The school meets my child's particular needs	50	44	50	44	9	8	2	2
The school deals effectively with unacceptable behaviour	22	19	59	52	21	19	5	4
The school takes account of my suggestions and concerns	34	30	62	55	8	7	0	0
The school is led and managed effectively	53	47	50	44	7	6	0	0
Overall, I am happy with my child's experience at this school	60	53	43	38	7	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 November 2009

Dear Pupils

Inspection of All Saints' CE Primary School, Wokingham, RG40 1UX

You may remember that three inspectors recently visited your school and talked to some of you. We very much enjoyed our visit and are pleased that you understand and share the school's inclusive values.

Your school gives you a satisfactory quality of education, which means it does some things well but some things need to be improved. Your school keeps you safe and encourages you to lead healthy lives. You told us that you are proud of the way your school looks after all the children. You reported that you feel safe in the school and that, though a few pupils sometimes disrupt lessons, there is very little bullying or unkindness. We think that the adults are very fair and that they consider the needs of each of you. This is why you are so well looked after and supported.

You are making satisfactory progress in your learning and this is because of sound teaching. You told us that you love your clubs and activities. You like all your teachers, but some of you told us that you would like to be more involved in your lessons. We have asked your teachers to give you as many opportunities as possible to speak up in lessons and to discuss work with one another. Those in charge watch your progress carefully and make sure that many of you have work that is accurately matched to your abilities. There are times, however, when the work is too easy, especially for those of you who learn quickly. We have asked those in charge to visit more lessons to make sure you are all given tasks which challenge you. Some of you do not learn to write as fluently as you should, and we have asked your teachers to give you more opportunities to write stories and descriptions.

We agree with you that your school is a happy one, where each pupil is valued and included. We know you will want to share in making it as good as possible. You can play your part by working hard and aiming to be 'star of the week'. We wish you the very best for the future.

Yours sincerely

Natalia Power

Lead inspector

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