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Mr G Robertshaw  
Executive Headteacher  
All Saints C of E Primary School  
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Dear Mr Robertshaw

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 8 July 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass my thanks to the pupils, staff and the School Improvement Partner who also gave up their time to meet with me.

The substantive headteacher left the school in February 2010. An acting headteacher took over until April 2010, since when she has been absent. Another acting headteacher led the school until the end of May 2010. Since then, an executive headteacher has been seconded from a local primary school for three days a week. The new headteacher takes up her post on 1 September 2010. Two classes are currently taught by supply teachers.

As a result of the inspection on 8 and 9 July 2008, the school was asked to:

- do all it can to persuade parents of the importance of good, regular attendance so that levels are improved
- raise standards in English, mathematics and science in Key Stage 2
- promote the leadership skills of middle managers to support the work of the senior leadership team
- develop the outdoor provision for children in the Early Years Foundation Stage.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.



Since the beginning of 2010, the school has been led by four different headteachers. This, together with the long-term absence of some staff, means that the pace of change has been slow. Insufficient progress has been made in some key areas in order to raise attainment. Examples include the use of assessment data to provide lessons that are sufficiently challenging for different ability groups and the regular monitoring and evaluation of the work of the school. Local authority reviews, the most recent of which was conducted the day before the monitoring inspection, found that inadequacies noted at their previous visit in January 2010, were still present. A number of consultants from the local authority have provided specific support to the school, as yet, the impact of much of their work is not evident.

School data and the most recent provisional national test results for pupils in Year 6 indicate that a slightly higher proportion of pupils attained the expected Level 4 in English and mathematics. This was due to an improved performance in reading by both boys and girls and in mathematics by boys. However, writing, especially for boys, is a weak area. Girls' performance in mathematics was lower than in 2009. Despite these slight improvements, the school recognises, and data confirm this, that the progress made by all pupils in Key Stage 2 is inadequate. Leaders agree that they have been unable to reverse the pattern of decline sufficiently, so that pupils can start to make up ground, after a considerable period of underachievement. Standards of work seen in lessons as well as the school's own recent monitoring and lesson observations, together with those undertaken by the local authority, confirm this view. Work does not always match pupils' individual needs. Teaching assistants provide regular support for those pupils who find learning difficult; however, too often, pupils rely on this support and are not always able to work independently. Recently, a robust tracking system, linked to the pupil progress days, has been put in place and this provides information about all pupils. As a result, more appropriate support is being provided to meet pupils' particular needs.

Scrutiny of pupils' books, together with lesson observations, indicated that inconsistencies in the quality of teaching and learning are evident. Too often, completing an activity, as indicated at the start of a lesson, is the only measure of how well a pupil is doing. This, together with scant marking, means that pupils do not know how to improve their work. Many books are unmarked and too often spelling and grammar mistakes are not challenged. Presentation is sometimes poor and work is unfinished. This was confirmed by pupils themselves during the inspection. However, some marking is very helpful, giving clear guidance and ensures pupils know how to improve.

As a result of the staffing changes, some middle leaders have had to assume leadership roles, which they have done enthusiastically and competently. They, together with executive headteacher, have led training sessions for all staff where they have shared information and practice gathered from external meetings. This has helped provide a more consistent approach to school procedures, for example, introducing pupils to the purpose of each lesson and the use of a whole-school marking policy by teachers. Staff from other schools have also been available to

provide support to different teachers. This work has proved beneficial, especially to those middle leaders assuming training and coaching roles. At present, the work of subject leaders is underdeveloped.

Attendance rose in 2008/09 to 80% but still remained well below average. However, current data indicate, that for this year, attendance rates have risen appreciably as a result of the school's initiatives and stands currently at 94%. Unauthorised absence has declined significantly and parents and pupils understand better the importance of regular attendance. The school has achieved these improvements by working closely with families, for example, contacting them immediately their child is absent, introducing class competitions for the best attendance and actively discouraging families from taking holidays in term-time.

Significant improvements have been made to the outdoor provision in the Early Years Foundation Stage since the last inspection. The school is able to demonstrate clearly and inspection evidence confirms, that the area is now more colourful and effective, providing a range of different activities for the children to use. They are able to explore and develop their creativity through a range of diverse materials and stimulating activities. Appropriate clothing, together with the recently installed canopy, means that children can use the outdoor area throughout the year, especially when the weather is inclement.

A number of support mechanisms for the school are planned for the rest of this term and will continue into the next academic year. Since the appointment of the executive headteacher, systems and procedures have been strengthened and embedded more securely. Together with the acting deputy headteacher, a thorough analysis of pupils' performance has been undertaken and there is, according to some staff, a more purposeful and business-like ethos within the school. Developments have been shared and explained fully so that all staff understand what changes are needed. Nevertheless, senior leaders and the local authority appreciate the fragile nature of the school and, as yet, it is unable to develop and grow without considerable support.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Marianne Young  
Her Majesty's Inspector