

# All Saints Church of England Voluntary Aided Primary School

Ladies Walk, Montacute, Somerset, TA15 6XG

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In recent years attainment has been above national averages in English and mathematics, particularly in Key Stage 2.
- Teaching is consistently good in the school, with some examples of outstanding practice.
- Leadership and management are good. The headteacher has succeeded in motivating all staff to work as a team. This has secured rapid improvement in pupils' achievement and the quality of teaching since the last inspection.
- All pupils, including disabled pupils and those with special educational needs, make good progress in all subjects and year groups.
- Marking is thorough and pupils are given clear guidance how to improve their work.
- The progress of all pupils is regularly and accurately monitored.
- Pupils' behaviour is outstanding both in lessons and around the school. They feel safe and valued because of the excellent family atmosphere and strong community ethos at All Saints.
- The great majority of parents and carers are pleased with the standard of care and teaching.
- All Saints successfully promotes all aspects of the pupils' spiritual, moral, social and cultural development.
- The pupils experience a wide range of exciting enrichment activities, events and visits.
- Pupils and staff make good use of information and communication technology (ICT) throughout the curriculum.
- Governors are both challenging and supportive of the school's leaders and play a key role in its improvement.

### It is not yet outstanding because:

- The overall quality of pupils' presentation, especially their spelling and handwriting, requires improvement.
- The standards of attainment at the end of Key Stage 1, whilst above national average, are not yet as high as those achieved at the end of Key Stage 2.



## Information about this inspection

- All staff were seen teaching. A total of 14 lessons across a range of subjects were observed. This included four joint lesson observations with the headteacher. A whole-school singing assembly was also observed.
- The inspectors observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with the headteacher, groups of pupils, the special educational needs coordinator, teachers with responsibilities for different subjects, and the Chair of the Governing Body, the vice chair and two other governors.
- The inspectors looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, records relating to behaviour and safety, minutes of governing body meetings, the school's checks on how well it is doing, and curriculum and lesson plans.
- The inspectors also scrutinised the work pupils were doing in their books.
- Parents and carers were spoken to at the beginning and end of the school day and the 53 responses to the online questionnaire (Parent View) were considered. Responses from 23 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were checked.
- The school operates a breakfast club managed by the governing body which was observed as part of the inspection.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Joanna Pike

Additional Inspector

## Full report

### Information about this school

- All Saints is a slightly smaller than average-sized primary school situated near to Yeovil.
- The school was opened in 1997.
- The vast majority of pupils at All Saints come from White British backgrounds.
- Pupils are taught in seven separate year classes.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent or carer in the armed services and pupils known to be eligible for free school meals, is well below the national average. There are currently no children in local authority care. There are 29 pupils with a parent or carer in the armed services at the school.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is below the national average.
- The proportion of pupils supported at school action plus or through a statement of special educational needs is below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of presentation of pupils' work in all subjects by:
  - developing the pupils' handwriting skills from an early age
  - improving pupils' spelling
  - putting in place higher expectations of presentation in all subjects and curriculum areas.

## Inspection judgements

### The achievement of pupils is good

- Since the previous inspection in 2012, attainment has been above average and any areas of previous underperformance have been addressed. Teacher assessments and national test results provide evidence that children achieved above-average standards in English and mathematics when they left All Saints in 2012 and 2013.
- The majority of children have skills and knowledge in line with those typical for their age when they join All Saints. Good progress is made in the Early Years Foundation Stage and pupils benefit from an exciting curriculum, incorporating many 'hands on' activities, both in the classroom and outdoors. The majority of children meet the early learning goals by the end of the Early Years Foundation Stage.
- The progress made by the majority of pupils in Key Stage 1 is good. Reading is taught well and pupils become confident readers with a good level of comprehension. The daily guided reading sessions contribute to the good standard of reading and pupils' enjoyment of a wide range of books. The school achieved a standard significantly above the national average in the most recent Year 1 phonics screening check. A love of reading is an inherent part of the school's culture and has been significantly enhanced this term by the opening of the new library situated at the heart of the school.
- Pupils reached high standards at the end of Key Stage 2 in 2013. Every Year 6 pupil achieved Level 4 in English and mathematics.
- Historically the more able pupils have not always been challenged sufficiently in order to achieve their full potential. This is now not the case, as shown by the above average proportion of Level 5s and 6s achieved in 2013 in all subjects.
- Pupils, including the most able, make good progress as they move through Key Stage 2. The school's results for 2011/12 and 2012/13 and pupils' current levels of progress show that good progress and high standards have been maintained.
- The school's current data provide evidence that these levels of attainment and rates of progress are likely to be maintained, if not exceeded, in 2014.
- A new investigative mathematics programme was introduced in the spring term of 2013 and is further improving pupils' progress and interest in the subject.
- The allocation of the pupil premium funding is carefully considered and the small number of pupils who benefit from the grant or have special educational needs make good progress in English and mathematics in line with their classmates. Their attainment by the end of Year 6 in English and mathematics when compared using average point scores is similar to, and in some cases exceeds, that of other pupils.
- The school's system for tracking each individual pupil's progress and achievement is both reliable and accurate. Staff have a good grasp of how well specific pupils are doing. Meetings are scheduled each half term to discuss individual pupils' progress. Appropriate support is put in place where any underperformance is identified.

**The quality of teaching is good**

- The quality of teaching is consistently good with some outstanding practice. A scrutiny of pupils' work over time provides clear evidence of good progress in their learning.
- Teachers incorporate a range of different teaching strategies and resources to ensure pupils' focus on learning and instil a sense of excitement in the classroom. A fascinating variety of artefacts from the Second World War in Year 5 gave the pupils a real insight into their topic.
- Teachers have high expectations of their pupils, including the most able, and the great majority respond by producing their best and making good progress. Well-planned lessons with clear lesson objectives mean pupils are involved and interested.
- Relationships between teachers and their pupils are good, and together with high expectations of behaviour, generate a calm and orderly atmosphere in the classroom.
- In the best lessons teachers' strong subject knowledge enables them to ask searching questions which makes pupils reflect and give extended answers.
- The headteacher has recently reorganised the staffing of different year groups and the staff are adapting well to teaching different ages. The staff operate well as a team, sharing their skills and knowledge to the benefit of all.
- The school has successfully improved the content and creativity of pupils' writing, both fictional and factual. This is now a strength of the pupils' work. However the quality of pupils' presentation, handwriting and spelling is in need of improvement.
- Staff are developing the confidence and flexibility to change their explanations or the tasks they have set, depending on how quickly their pupils are learning.
- The teachers make sure that individual pupils know what the next steps in their learning are. Pupils' attainment and progress are carefully monitored. Teachers have a clear idea of how well individual pupils are doing so that appropriate support, if necessary, can be put in place.
- The teaching of phonics is delivered well and pupils thoroughly enjoy their daily sessions. The understanding of letters and the sounds they make is effectively reinforced across the whole curriculum.
- Teachers make good use of the school's extensive outdoor resources, including the Forest area, to extend pupils' learning and range of experiences.
- Books are marked regularly and staff follow the school's marking policy closely, incorporating 'Perfect Purple' and 'Oops Orange!' Pupils are given clear guidance as to the quality of their work and how to make it better.
- All classrooms offer colourful and stimulating learning environments with high-quality displays including pupils' work.
- Teaching assistants make a valuable contribution to the learning of pupils, especially those who have additional needs. Targeted support is timetabled daily for individuals and small groups. This helps pupils who find their work difficult to make progress in line with their peers.
- Pupils develop a good level of competency in ICT.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. They conduct themselves very well in lessons and throughout the school day. They demonstrate extremely positive and inquisitive attitudes in the classroom. They told the inspectors that they really like coming to school and get on well with all the adults at All Saints. The school's emphasis on developing the pupils' respect and care for one another is summed up by the motto – 'We all want to make the world a better place.'
- Pupils are genuinely proud of their school and relationships between all age groups are very positive. An example of the family ethos of the school are the joint 'Wellie Walks' enjoyed by the 'Acorns' pupils and their Year 6 role models. Older pupils look out for younger ones.
- Pupils show respect and are polite to each other and to all visitors. They mix together naturally across all age groups, both in lessons and on the playground. Friendships are secure. The high expectations of behaviour and the relaxed atmosphere mean pupils feel at ease. Incidents of serious misbehaviour are exceptionally rare. There have been no exclusions in recent years.
- The older pupils are given the chance to take on a limited number of responsibilities. These include being members of the school council and librarians. However there are opportunities for the introduction of additional roles in order to extend pupils' skills and experiences.
- Pupils' attendance has been good over a sustained period and currently is significantly above the national average.
- The school's work to keep its pupils safe and secure is outstanding. They feel well cared for and safe throughout the school day. They think that all of their teachers are approachable and sort out any minor problems quickly and fairly. Pupils are given clear guidance as to how to ensure their e-safety and have a good understanding of different types of bullying.
- There are effective procedures in place to manage behaviour incorporating appropriate rewards and sanctions. The pupils respond very positively to the school's 'Rising Star' policy. The system is understood by pupils and adhered to. The staff are good role models and this contributes to the mutual respect and trust throughout the school.
- The pupils really look forward to the Friday 'Praise' assemblies during which their good behaviour and achievements are celebrated and rewarded.
- Almost every parent and carer who responded to the online questionnaire, Parent View, or spoke to the inspectors expressed a very positive view of behaviour and felt their child was both safe and happy at All Saints.
- The breakfast club is well supervised and provides pupils with a calm, happy and relaxed start to their school day.

**The leadership and management are good**

- The headteacher and board of governors have successfully addressed the issues highlighted during the previous inspection. This has resulted in rapid and sustained improvements to the level of attainment achieved throughout the school.
- A change of culture has been put in place. Academic expectations are now higher and this focus has taken the school nearer to providing every pupil with the opportunity to achieve their full potential.
- The headteacher, deputy headteacher and governing body form a strong and cohesive leadership team with the necessary determination to drive the school forward.
- The school's current self-evaluation of its performance is both reflective and accurate. The school's improvement plan focuses on realistic and attainable targets, covering the right priorities.
- The school has introduced rigorous procedures for managing staff performance and linking good teaching to movement up the pay scale. This increased rigour is improving the overall quality of teaching. Teaching is regularly observed and the quality of teachers' practice and pupils' progress is judged accurately.
- The majority of parents and carers consider that the headteacher and governors provide well-directed leadership across the school. The recent establishment of a monthly parents' forum has provided parents and carers with regular opportunities to express their views and concerns in order to secure greater cooperation and understanding between staff, governors, parents, carers and the wider community.
- Each member of staff has assigned subject and curriculum responsibilities, so that leadership is effectively distributed. Staff morale is good and everyone who works at All Saints displays a high level of commitment and feels supported by the leadership.
- The recent reorganisation of staff has provided fresh impetus to learning at All Saints.
- The school has well-established links with the Ham Hill and Yeovil Federations.
- All Saints is a highly inclusive school. Every effort is made to provide effective support for all groups of pupils so that there is equality of opportunity.
- Displays throughout the school purposefully reinforce the school's high expectations and commitment, as a church school, to promoting the Christian faith and values.
- The local authority has made available appropriate light touch support to the school.
- Outside the classroom, pupils have many exciting opportunities to develop their sporting, musical and artistic interests and abilities. There is a wide and changing number of clubs which currently include soccer, arts and crafts, netball, drama, 'imagineering' and Forest Club.
- The new primary sports funding has been used effectively to increase participation in sports activities, in order to enable pupils to develop healthy lifestyles and improve their well-being.
- Year 6 pupils leave All Saints as caring individuals with a positive outlook, good self-esteem and a 'can do' attitude. The banners hanging in the school hall are testimony to past pupils' happy memories of their education at All Saints.
- The curriculum provides good opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. The school has also established close links with an urban primary school in Walthamstow. Pupils from both schools recently enjoyed a memorable outing to Stonehenge.
- **The governance of the school:**
  - Members of the governing body play a key role in school improvement, are regular visitors to the school, and are fully aware of the school's strengths and areas in need of improvement. The governors hold school leaders to account well. Governors have completed appropriate training in order to fulfil their individual roles and are committed to taking All Saints forward. Governors demonstrated a good understanding of the standards of attainment and progress achieved by the school in comparison with national expectations. They challenge the



headteacher and senior staff to expect high-quality teaching from all teachers. Governors know how teachers' performance and experience are linked to salary increases. They understand how the pupil premium funding is being used to put in place interventions which are raising the attainment of eligible pupils. The governing body ensures the school fulfils its statutory safeguarding requirements and makes sure that the school's finances are regularly audited and decisions about spending are carefully evaluated.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131010
<b>Local authority</b>	Somerset
<b>Inspection number</b>	431099
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Fox
<b>Headteacher</b>	Paula Park
<b>Date of previous school inspection</b>	28–29 May 2012
<b>Telephone number</b>	01935 826626
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