

# All Saints Church of England Primary School

Magpie Hall Road, Chatham, Kent, ME4 5JY

## Inspection dates

4–5 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- By the end of Year 6, pupils achieve well in reading and mathematics. Attainment in English grammar, punctuation and spelling is strong.
- The quality of teaching is good, and some is outstanding, so that pupils usually make rapid progress as they move through the school.
- Children in Reception are successful in developing their basic skills because they share in captivating learning experiences.
- Additional adults are especially effective in supporting pupils to be successful learners.
- Pupils behave well and the school ensures they are safe. They enjoy coming to school, as shown by their high attendance.
- Disabled pupils and those who have special educational needs achieve well because their learning needs are effectively met.
- The headteacher and other leaders have been successful in sustaining the good quality of teaching. Rigorous checks on how well pupils are doing lead to improvements in pupils' achievement.
- Governors know the school well and are fully involved. They share an ambition to improve pupils' achievement further and effectively challenge school leaders to bring this about.

### It is not yet an outstanding school because

- The most-able pupils are not always given challenging tasks so they can make the best possible progress in their learning.
- Pupils' achievement in writing is hindered because pupils do not have enough opportunities to practise developing their skills in writing.

## Information about this inspection

- Inspectors observed 22 lessons, of which two were jointly observed with the headteacher. Inspectors also observed an assembly, listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings also took place with governors, subject leaders and two representatives of the local authority.
- Inspectors reviewed documentation covering safeguarding, the management of performance of staff, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 37 responses from parents to the online questionnaire, Parent View, and 53 questionnaires from staff. An inspector also talked to parents informally during the inspection.

## Inspection team

Howard Jones, Lead inspector	Additional Inspector
Carol Vant	Additional Inspector
Brian Netto	Additional Inspector

# Full report

## Information about this school

- This is an above average-sized primary school.
- There are two Reception classes in the Early Years Foundation Stage.
- The proportion of pupils receiving support from the pupil premium funding is above average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are looked after. In this school, it is applicable to pupils eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is high.
- The proportion of pupils who speak English as an additional language is high.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs supported at school action is high. The proportion of pupils at school action plus or who have a statement of educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Increase the proportion of outstanding teaching to further improve pupils' achievement by:
  - introducing more challenge for the most-able pupils so that they can make the best possible progress
  - providing more opportunities for pupils to practise developing their skills in writing

## Inspection judgements

### The achievement of pupils

is good

- Pupils make good progress in reading and mathematics through the school and achieve well, overall, by Year 6. They are especially competent in their use of English grammar, punctuation and spelling. The progress of current pupils is good in all year groups.
- Children in the Early Years Foundation Stage make rapid progress. The majority of children enter Reception with skills below those expected for their age. They enter Year 1 well prepared for the next stage in their learning because of the strong focus on developing children's literacy and numeracy skills.
- Younger pupils confidently use their phonics skills (letters and the sounds they make). In the Year 1 phonics screening check, pupils achieve above the national average. Pupils enjoy reading a range of texts, including non fiction, and are especially enthusiastic about the writing of Michael Morpurgo.
- Pupils who speak English as an additional language achieve well. They are particularly successful in mathematics. Pupils from all ethnic heritages achieve well in mathematics, reading and writing by the end of Year 6.
- Disabled pupils and those who have special educational needs make good progress. Some of these pupils achieve especially well in their English grammar, punctuation and spelling. These pupils receive effective guidance appropriately tailored to their individual learning needs.
- The gap in attainment between pupils supported through the additional funding and others is narrowing across the school. In 2103, eligible pupils were behind their peers in mathematics, reading and writing by eight months. School evidence shows this group is now making progress similar to that of their peers.
- The most-able Year 6 pupils achieve well in reading, and some are especially successful in mathematics. However, they are not always given challenging tasks to help them make the best possible progress in their learning.
- Pupils' achievement in writing is not as consistently strong as in mathematics and reading. However, most pupils make, at least, reasonable progress in writing by the end of Year 6. Because pupils do not have sufficient opportunities to write at length, they are hindered from making even better progress.

### The quality of teaching

is good

- The headteacher has succeeded in maintaining the good quality of teaching, including in literacy and mathematics, since the previous inspection. Some teaching is outstanding. Consequently, pupils are making good progress in each year group.
- Teachers' marking of pupils' work and written guidance are used effectively across the school. Pupils understand how to improve their work to move to the next level in their learning. Pupils talk confidently during lessons on how they might more successfully tackle their tasks because of the helpful guidance they receive.
- Teachers use questions skilfully to deepen pupils' understanding. Pupils respond well. For example, in response to the teacher's questions in literacy work in Year 2, pupils were able to discuss how to evaluate Roald Dahl's use of language to portray his characters. As a result, they successfully analysed features of the novel, *Fantastic Mr Fox*.
- Teachers are especially adept at planning learning which builds successfully on what pupils know and understand. For example, in Year 4 numeracy, pupils were able to use their good subject knowledge to talk about key numerical ideas and confidently apply their multiplication skills. However, pupils are not given sufficient opportunities to write at length, and this hinders their progress in developing their skills in writing.
- Additional adults within the classroom are proficient in supporting pupils in their work. They take the initiative to ensure that, whatever learning needs pupils may have, they become more

competent. Disabled pupils and those who have special educational needs benefit especially from the skilful guidance provided.

- Children in Reception develop their confidence and skills in using literacy. In all their activities, children's talk enhances their learning experience, for example in imaginative play or in developing numeracy skills.
- Teachers have high expectations of what pupils can achieve. Consequently, pupils' learning is usually successful, as seen, for example, in Year 6 mathematics. Pupils were required to apply their skills in a task based on international time zones. However, the most-able pupils are not always as effectively challenged so they can make the best possible progress.

### **The behaviour and safety of pupils**

**are good**

- The behaviour of pupils is good. Pupils enjoy working together and especially value the opportunities to talk about their learning, because they are eager to do well. Pupils apply themselves to their tasks and remain absorbed throughout all their lessons.
- Children in Reception learn and play well together. They are enthusiastic in their activities and share their ideas with each other so that their learning is always purposeful. They clearly relish the range of experiences provided and expressing themselves through their artwork.
- Pupils are polite and move around the school in a considerate manner. They are very welcoming to visitors and confidently engage in conversation with adults. Pupils conduct themselves appropriately on public occasions, such as assemblies. The school dining hall is calm.
- Pupils share in responsibilities, such as acting as play mentors for younger children. They also participate in producing the school's own radio broadcasts.
- Behaviour is not yet outstanding as pupils' positive attitudes have still to have even stronger effect on their progress, especially in writing.
- The school's cherished values are evident in the positive relationships between pupils and staff. Pupils are confident they are well cared for, and especially comment on how supportive their teachers are. They feel they can confide in them should they have any concerns.
- The school's work to keep pupils safe is good. Access to the school is secure and staff are rigorously checked prior to appointment. Pupils say racist incidents are rare and that bullying of any kind is not a problem for them. Because of the school's work in this area, pupils have a comprehensive understanding of how to deal with risks when using the internet.
- Attendance is high. The vast majority of parents who responded to the online questionnaire confirm their children feel safe and happy at school.

### **The leadership and management**

**are good**

- The headteacher is providing effective leadership, which ensures the school's good performance is sustained. Staff work closely together to promote pupils' well-being. The quality of teaching and the achievement of pupils are consistently good.
- Subject leaders, including of Reception, routinely check the progress of pupils. They actively support teachers in enhancing their classroom practice and staff value this personal approach to their training.
- School evidence shows that teachers' pay progression within the salary scale is determined by how well pupils achieve.
- Senior leaders ensure pupils at risk of underachieving have the appropriate support. Disabled pupils and those who have special educational needs are effectively provided for, so that all pupils have the same opportunities to become successful.
- The local authority recognises the school has the capacity to build on its past successes and, currently, provides limited support because of its accurate evaluation of the school's strengths. School leaders and teachers collaborate with colleagues from local schools. They also share in the expertise provided within the diocese so that the school's educational provision is

comprehensive.

- Sport has a high profile within the school. Pupils participate in a range of competitive events and share in table tennis, badminton and hockey, for example. The additional primary funding for sport is used to enhance teachers' ability to provide effective physical education from the training they receive from specialist coaches. As a result, pupils' physical well-being is increasing.
- Subject work is planned effectively and develops pupils' knowledge and understanding as pupils move through the school. Pupils use electronic equipment confidently to extend their learning experience. Sometimes, opportunities to write at length are limited and leaders are, rightly, prioritising pupils' extended writing as a key area for improvement. Children in Reception benefit from a good range of opportunities, which includes listening to authors.
- The school is effectively broadening pupils' experiences to support their spiritual, moral, social and cultural development. Pupils discuss ideas in philosophy. They take a range of educational visits for instance, to the Natural History Museum and Rochester Cathedral. They also explore other cultures through language, for example French and Swahili. They reflect on techniques used by artists, such as Lowry, through their own art work. Pupils enjoy exploring 'peace' and prayer from a Christian perspective along with their studies of other religions.
- Safeguarding procedures meet requirements and risk assessments address all aspects of school life.

■ **The governance of the school:**

- Governors are involved in the school at all levels and have an accurate view of its performance. They have undertaken a range of training to analyse and interpret data on pupils' attainment and progress. So, they are able to effectively check how well pupils are achieving when compared to similar groups nationally. Governors ask searching questions of school leaders. They ensure both the headteacher's performance and teachers' pay and promotion are linked to the progress pupils are making. Governors use the primary sports funding to develop teachers' ability to provide a good standard of physical education for pupils. They do not tolerate discrimination within the school and ensure all pupils are supported. Governors check that the allocation of additional funding for eligible pupils is effectively closing any gaps in attainment between them and others.

## 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>	118639
<b>Local authority</b>	Medway
<b>Inspection number</b>	

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

<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 of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cheryl Trice
<b>Headteacher</b>	Gillian Hill
<b>Date of previous school inspection</b>	30 January 2009
<b>Telephone number</b>	01634 338922
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