

All Saints CofE Junior School

Hurds Hollow, Matlock, DE4 3LA

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Teaching and learning are good throughout the school and some of the teaching is outstanding.
- Most pupils make good progress and learn well in their lessons.
- Results when the pupils leave Year 6 are well above average.
- Pupils behave well, and say that they feel safe and cared for well.
- Pupils enjoy school because the subjects they learn about are made interesting and enjoyable.
- Attendance rates are well above average.
- The school is using additional funding effectively to raise standards and pupils known to be eligible for free school meals are making good and improved progress.
- The headteacher leads the school very effectively and is well supported by a strong team of teaching and non-teaching staff.
- The regular checks on teaching and the advice given to teachers have ensured that the quality of teaching has improved.
- More staff are now taking on leadership and management roles effectively.
- The role of the governing body has improved significantly since the last inspection. Governors are knowledgeable about the school because they regularly check on how well the school is doing. They are therefore able to provide a good balance of support and challenge.

It is not yet an outstanding school because

- Not enough teaching is consistently outstanding.
- The progress the pupils make in writing is not as good as in reading and mathematics.

Information about this inspection

- Inspectors observed 16 lessons, of which six were joint observations with the headteacher. Every class was observed twice.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, several staff members including senior and middle leaders, and a representative of the local authority.
- Inspectors took account of the 28 responses to the on-line questionnaire (Parent View). Other parents' views were sought through discussions at the start and end of the school day.
- Inspectors took account of the 22 questionnaires completed by members of the school staff.
- The inspectors observed the school's work, and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.

Inspection team

Nigel Grimshaw, Lead inspector

Additional Inspector

Thelma McIntosh-Clark

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- Nearly all the pupils are from White British backgrounds.
- All the pupils currently speak English as their main language.
- The proportion of pupils known to be eligible for the additional funding for children in the care of the local authority and those eligible for free school meals, the pupil premium, is below average.
- The proportion of disabled pupils or those who have special educational needs supported through 'school action' is broadly average. The proportion supported at 'school action plus' or who have a statement of special educational needs is well below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that all teaching is good or better and half the teaching is consistently outstanding before July 2013 by:
 - maximising the time for pupils to undertake their own work in lessons
 - ensuring that the work set in every lesson is challenging for all the pupils
 - sharing the outstanding practice that already exists across several classes in school.
- Improve progress in writing, particularly for the boys, by:
 - providing more opportunities for pupils to apply their writing skills across all subjects
 - ensuring that pupils have more opportunities to produce longer pieces of writing
 - improving the presentation of work, particularly in the consistency of handwriting.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with skills and knowledge above those expected for their age. Pupils make consistently good progress through the school and leave with standards significantly above average in English and mathematics.
- Pupils make much better than expected progress in mathematics because teachers have good subject knowledge and enthusiasm, which the pupils respond to very well.
- Results in reading are also particularly good. Pupils say that they love reading. This is because the teaching of reading skills is very effective and most pupils have great confidence in their reading ability.
- The progress in writing is good but not as good as in reading and mathematics. This is especially so for the boys. The school has responded to this by choosing themes that have increased appeal for the boys. Pupils do not have enough opportunities to apply their writing skills, or to write at length in all subjects.
- The headteacher and subject leaders keep a close watch on how pupils make progress. They hold meetings regularly with all the teachers to identify those pupils who are falling behind and to give an extra boost to their learning in smaller groups with adult support.
- Disabled pupils, and those with special educational needs, make good progress because the staff check their progress closely. The work is, therefore, usually set at the right level and they receive good-quality support.
- More-able pupils are challenged to think hard about their work. Additional, more-difficult work is generally prepared by teachers in case the pupils complete their work within the lesson. As a result, these pupils make good progress and several achieved Level 6 by the end of Year 6 last year. This is much higher than the level expected nationally for pupils of this age.
- Pupils enjoy learning. This was noticeable in an outstanding literacy lesson in Year 5 where pupils extended their spoken and written vocabulary. Words like 'excruciating', 'gruesome' and 'hilarious' reflected their ability to think of exciting words. However, in the small number of less well-taught lessons, not enough time is given for pupils to complete their tasks and occasionally work is not set at the right level to challenge all of the pupils in the class.
- An overwhelming majority of parents responding to the on-line questionnaire indicated that their children make good progress. This was also evident from discussions with parents.

The quality of teaching is good

- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are usually very high, particularly in terms of behaviour. Pupils respond enthusiastically, for example, in response to an imaginative approach to reading for understanding in a Year 5 lesson based on the work of Roald Dahl.
- In the lessons, the pace of learning is brisk and the teachers use probing questions that make the pupils think carefully about their answers. Relationships are a real strength and the teachers

treat the pupils as mature individuals. Occasionally teachers spend too much time talking to the pupils when introducing the lesson and not enough time is then given to the pupils to make as much progress as they might with their work.

- Many of the teachers deliver the subjects in an imaginative and stimulating way. In two outstanding Year 6 lessons the teachers used video clips and background music to create a wonderful atmosphere and inspire pupils to write about the feelings of the main characters in the poem 'The Highwayman'. There was a truly spiritual atmosphere created.
- Teaching effectively promotes pupils' spiritual, moral, social and cultural development. This is evident in lessons and around the school. Pupils work together well, value the opinions of others, and lessons are rarely, if ever, disrupted through bad behaviour.
- The nurture group within the school provides opportunities for pupils to improve their social skills and emotional development. The group is well-led by committed teaching assistants.
- Resources are well prepared, including the effective use of information and communication technology in lessons. The motivating resources help enliven and extend pupils' learning.
- Pupils have useful targets to guide improvements in English and mathematics that help to motivate their learning. They love knowing the levels at which they are working and are eager to get to the next level, which is a contributing factor to their good progress. Pupils, especially the older pupils, like assessing their own progress and understanding in lessons. The marking by teachers is helpful and consistently applied. Time is often given for the pupils to correct their work and say how well they understand it, but this is not the case in all lessons.
- The well-devised arrangements for organising lessons and teaching help teachers to plan work that offers a range of experiences, including residential visits. Useful links between subjects enhance pupils' learning, and teachers provide a good range of opportunities for pupils to apply their basic literacy and numeracy skills. However, in some classes there are not enough activities that help them to use or extend their writing skills in other subjects.
- Presentation is not consistently good. Too little attention has been paid to developing a good handwriting style in some classes.
- A very high proportion of parents indicated that their children are taught well and inspection findings fully support this view.

The behaviour and safety of pupils are good

- The vast majority of pupils have positive attitudes to learning. They are keen to do well. They concentrate and persevere in completing the work set for them.
 - Pupils behave well in lessons and around school. They are kindly, considerate, polite and courteous and made the inspection team feel very welcome. The behavioural records confirm that this is the case over time too.
 - Pupils understand the various forms of bullying but say that they feel safe in school and bullying in any form is very rare indeed and is dealt with promptly and effectively. As one child said, 'Adults are always there to help us – in fact, we all help each other.' Racial discrimination
-

incidents are even less common because the pupils show mutual respect for each other. Pupils are clear about the possible dangers of the internet means and how to stay safe when using it.

- The headteacher, staff and governors have worked closely with parents to improve attendance, and rates of attendance are now well above national averages.

The leadership and management are good

- The strong leadership of the headteacher, ably supported by the staff and governing body, means that the school is continually improving. One parent referred to the headteacher as 'exceptional and inspirational'. A rigorous programme of checks on the teaching and learning taking place has led to clear improvement over the last two years. The headteacher has successfully extended leadership and management roles to more staff. Consequently staff are better informed about the priorities for the school and are actively involved in planning the improvements the school has identified.
- Teachers are all given clear steps for improvement. The views expressed by the staff in discussions and through their questionnaires were very positive indeed about their roles in school. The questionnaires indicate clearly that the staff appreciate and enjoy working at the school and value the training organised for them to aid further improvements in their practice.
- The excellent arrangements for organising lessons and teaching create opportunities for enjoyable learning and also for pupils to apply their reading skills when studying other subjects. Opportunities for pupils to use their writing skills in other subjects are not as consistent. There are many opportunities planned for pupils to learn about other cultures, which helps widen their understanding of others. A good range of lunchtime and after-school clubs and activities helps broaden their experience.
- The local authority provides good support and has been particularly helpful in undertaking joint observations of teaching.
- Parents say they are well informed and like the guidance the school gives to help their child learn better. This is aided by the school's informative website.

■ The governance of the school:

- Governors have an accurate view of the school's strengths and areas for improvement and are working closely with staff to make the school even better. They have succeeded in maintaining high levels of attainment in reading, writing and mathematics. Since the last inspection the leadership roles within school have been extended. The governors have a good knowledge of the quality of teaching in school and the steps being taken to improve this still further. Systems are in place for the approval of pay rises so that these are tied to how well staff are doing. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help pupils achieve well. They check that the funds have been used successfully. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors are keen to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend professional training to improve their practice further.

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

Unique reference number	112837
Local authority	Derbyshire
Inspection number	405431

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

Type of school	Junior
School category	Voluntary Controlled School
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Paul Steeples
Headteacher	Caroline Newton
Date of previous school inspection	07-Dec-10
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