

# Weston All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	109227
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	337246
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Daniel Towl HMI

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Anne Bull
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Broadmoor Lane Bath BA1 4JR
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors saw 24 lessons taught by 16 different teachers. They held meetings and discussions with staff, parents, governors, groups of pupils and a local authority representative. They observed the school's work, and looked at a wide range of school policies, assessment information, pupils' workbooks and 213 questionnaires returned by parents and carers and by staff and pupils.

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

- How well improvements since the last inspection are embedded and whether they are set to continue to improve outcomes for pupils.
- Whether enough pupils are reaching higher levels in their academic work.
- Whether the school's self evaluation process is accurate.
- Whether all groups identified as having special educational needs and/or disabilities are making good progress.

## Information about the school

This primary school, situated on the northern outskirts of Bath, is larger than average. The school has a higher than average proportion of pupils who have special educational needs and/or disabilities, including 13 who have a statement of special educational needs. The range of needs includes hearing impairment, speech, language communication, and autistic spectrum disorder. The school has the local authority's resource base for pupils who have hearing impairment. There are nine pupils who have hearing impairment including profound deafness. Approximately 15% of pupils have backgrounds other than White British. A very small number are at an early stage of speaking English as an additional language. The school has a commitment to the expressive arts and has won a number of awards.

**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?**

**1**

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

**1**

### Main findings

This is an outstanding school. Under the excellent leadership of the headteacher, supported by an outstanding senior leadership team, improvements have been driven forward which have made a significant positive difference since the last inspection. This has resulted in high attainment and consistently good progress for pupils. The key features that have led to the improvements are:

- robust methods to monitor the progress of pupils and the use of this information to directly influence and improve teaching and learning in order to raise standards
- consistently good teaching and learning
- leadership and curriculum teams which have a good understanding of what needs to be done to improve
- a well-informed and committed staff
- a wide and varied curriculum that provides outstanding opportunities for pupils to develop a range of creative skills and through which their key skills can be developed
- the attention given to support pupils who have special educational needs and/or disabilities, enabling vulnerable pupils to be fully included and achieve well
- an Early Years Foundation Stage that gives children a strong start to school
- excellent relationships between staff and pupils that support learning.

The sustained improvement, accurate self-evaluation in key areas and ambition to progress give the school an outstanding capacity to improve further.

Pupils enjoy school from the start, epitomised by one class spontaneously singing while walking from assembly back to their classroom. Pupils are rightly proud of their work and achievements. During discussions with inspectors, pupils reflected very positively on their recent project on the Second World War ? happy to show excellent written accounts, artefacts and models that they had made. Parents and carers are very supportive of the school. Approximately two thirds of parents and carers returned questionnaires. Of these, almost all said that they were happy with their child's experiences and enjoyment of school. The very large majority felt that their children were making good progress. One parent wrote: 'Weston All Saints is an outstanding school. We are very happy with it. The curriculum is robust but the emphasis on arts and wider studies really adds value.'

Consistently good teaching is enhanced with some outstanding teaching in all key stages. This is underpinning pupils' outstanding achievements. There remain a few occasions where there are some missed opportunities to create additional challenges to stretch pupils further.

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The support for pupils who have hearing impairment and others who have special educational needs and/or disabilities is outstanding. These pupils are fully included in all aspects of the life of the school and they make consistently good and sometimes outstanding progress. While the school sets challenging targets overall there is room for improvement in the use of ongoing assessment to provide more effective short-term targets that pupils can use to help their learning.

The school has pupils and links with families from a range of backgrounds and this supports pupils' learning about different faiths and cultures. This is achieved particularly through art and creative studies, for example while learning about Colombia in Year 2. However, opportunities to gain first-hand experiences, work alongside and develop insights about pupils from different minority ethnic backgrounds are more limited.

The school provides outstanding value for money because resources are targeted very effectively to maximise impact on the learning and progress of pupils.

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

- Work with pupils to develop more meaningful short-term learning targets that will enable them to have even more understanding of their own progress.
- Ensure all lessons are equally challenging to stretch pupils' learning further.
- Find additional ways to provide pupils with first-hand experiences and greater insights by working alongside and sharing ideas with larger groups of young people who have differing backgrounds from their own.

**Outcomes for individuals and groups of pupils****1**

The high attainment reached at the end of Year 6 in recent years in English, mathematics and science is reflected in pupils' current work. More pupils are now reaching the higher levels of attainment. Pupils throughout the school are making good progress both in their academic work and in their personal development. The quality of pupils' writing develops well from the moment they enter school. Writing seaside stories in the Early Years Foundation Stage, accounts of the Great Fire of London and leaflets about Colombia in Year 2, and developing an understanding of powerful vocabulary in Year 6 are all part of the school's consistent approach to improving key skills and lead to pupils' consistently good progress and outstanding achievements. A concerted approach to developing more consistency in the teaching of mathematics has led to pupils gaining far greater confidence in their work, in particular in performing calculations. Pupils in Year 6 were enthusiastic about a mathematics exercise in which they were planning a visit ? a task involving problem solving, mathematics and literacy skills. Pupils' skills in the expressive arts are impressive and develop from an early age. Pupils are enthusiastic about singing and make consistently good progress in art using a wide range of media. Across the school pupils who have special educational needs and/or disabilities mostly make good and sometimes outstanding progress because of the well-targeted support they receive.

Excellent personal outcomes and attitudes are an important aspect of pupils' overall

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development in their academic work. Pupils of all ages demonstrate that they can concentrate well, persevere with their tasks and are prepared to work independently. They take pride in their work, demonstrated by the very high levels of presentation in books and on displays around the school. They are making excellent progress in the skills that will help them when they move on to their next steps in education. This includes being able to work together, share ideas and speak confidently about what they are doing. Behaviour observed in lessons and around the school was outstanding. Not surprisingly, pupils enjoy attending.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Pupils and staff have outstanding relationships. Pupils respond well to the high expectations of teachers. This has a very positive impact on learning because discussions take place in lessons without interruption. This also helps pupils develop outstanding speaking and listening skills. The robust information gained from monitoring the overall progress of pupils gives teachers the information they need to ensure that activities are well planned and lead logically to the next steps in learning. Lessons have

<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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interest and energy. The majority of marking, especially in English, is helpful in that it gives pupils advice on how to improve. Older pupils are very adept at using their 'checklists' of key aspects of effective writing. This not only helps them to self-assess their work but it also provides good opportunities for them to assess each other – a task that they undertake conscientiously. However, pupils are less confident in the use of their personal short-term targets. Teaching assistants work very effectively with pupils during lessons and in specific one-to-one sessions. This enables pupils who have special educational needs and/or disabilities to engage fully with the class and other activities and make good progress.

Despite the school's strong focus on raising standards in English and mathematics, it has maintained a very broad curriculum that gives a high profile to the expressive arts and in particular music and art. The school has also ensured that the broader curriculum is used to great success to promote key skills. Information and communication technology is used across the curriculum. It is used to enliven teaching by using images on electronic whiteboards to enhance pupils' work, provide pupils with choices in presentation and to help them research for projects. The school is involved with a number of local curriculum initiatives, universities and schools which bring additional teaching expertise into the school. Pupils make a strong contribution to local arts events and festivals. Those pupils who are most vulnerable or who have the most significant needs are well cared for because of the careful monitoring of their progress, tailored support and good links with specialist outside agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leaders and managers are clearly focused on raising standards, with outstanding results. There is no complacency following what has already been achieved but rather a clear ambition to do even better. Since the last inspection the school has made a leap forward in the way in which it monitors its work. The school holds a considerable amount of information about how pupils are doing, using a range of helpful indicators. Senior managers are adept at interpreting the assessment information they hold and it is used to good effect to target teaching and support. Staff throughout the school have consistent approaches to their work. The governors are very supportive, meet all their responsibilities and have a good knowledge of the school's strengths and weaknesses. The effective use of information to check how all groups of pupils are doing, the wide

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range of activities open to pupils and commitment to those who are most vulnerable underpin the school's strong approach to ensuring equal opportunities.

Procedures for safeguarding pupils are good and meet all requirements. Required risk assessments are in place and staff vetting is thorough. The school has excellent links with outside agencies. Additional support for pupils from minority ethnic backgrounds is excellent. Support from other outside agencies for the most vulnerable pupils, for example those who have significant hearing impairment, is extremely well coordinated providing outstanding help for pupils and, where appropriate, their families. Partnership with parents and carers is good. There is a significant amount of information available for parents and carers. The school held a well-attended evening to explain to parents and carers the methods taught to complete calculations in mathematics. A few parents and carers said in their questionnaires that they felt that the needs of their children were not being met. Inspectors found that senior leaders and individual class teachers knew their pupils well, especially those who are most vulnerable and this leads to pupils making good progress.

The school has a good understanding of its own and the local community where it has contributed effectively. It took a lead role in establishing the local authority Pupils' Parliament and is regularly represented on local police and community forums. Good links are also established with schools in the United States of America and Ethiopia to broaden pupils' horizons and meet the school's commitment to promote effective levels of 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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**



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

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Children have an excellent start in school. Nearly half the children start in Reception with below expected skills and most have made outstanding progress by the time they start Year 1. Children understand what they are learning and are able to give reasons for the activities they are undertaking. The whole environment enables children to learn safely, actively and independently. The adoption from an early age of joined writing has led to outstanding progress in this area of children's learning. Teachers ensure that learning is differentiated both in styles and content, enabling pupils to develop self-esteem and self-confidence.

Teaching is good overall and some lessons are taught outstandingly well. There is a good balance between self-initiated and teacher-led activities, though this is more effective in one class than the other. Children readily take part in activities that include all the required areas of learning. In one lesson children enjoyed tasting different fruits as part of developing their knowledge and understanding of the world. Partnerships with parents and carers are well developed. Several parents and carers commented on the excellent arrangements when their children started school. One parent's comment summarised others' views: 'We chose this school because of the ethos of nurture and development and it has been what we hoped for.'

The leadership team for this area of the school's work have a clear vision and shared values, enthusiasm and drive. There is regular and ongoing monitoring and moderation of the assessments made of children's achievements and progress. Arrangements for safeguarding children reflect the good procedures in the rest of the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

A majority of parents and carers returned questionnaires. The very large majority of these were positive about the school. A few parents and carers felt that the school was not meeting their children's needs and a very few were concerned about behaviour, leadership and having their views taken into consideration. The theme of the few negative written comments suggested that communication with the school was not effective and a very few felt that child protection procedures were unsatisfactory. The inspection team found that procedures for safeguarding and child protection were good, as were opportunities for parents and carers to communicate with school. The majority of written comments were very favourable about the school's provision.

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

Ofsted invited all the registered parents and carers of pupils registered at Weston All Saints Church of England 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 213 completed questionnaires by the end of the on-site inspection. In total, there are 357 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



11 June 2010

Dear Pupils

Inspection of Weston All Saints Church of England Primary School, Weston, BA1 4JR

Thank you very much for making us welcome and helping when we inspected your school. We enjoyed seeing how well you are learning and observing the various activities that you take part in. Your school is outstanding. It is successfully helping you to make good progress and achieve very well, especially in English and mathematics. You told us that you enjoyed school and we could see why. We read some of your excellent writing and were impressed with your neatness and the care you took with your work. The very youngest of you make an excellent start with your learning. We also liked the way that everyone is included in the life of the school, especially those of you who need extra help from time to time. Although a few of you said you had concerns about behaviour, we judged it to be excellent. You told us that teachers dealt quickly with issues if you were concerned and that, where you could, you tried to resolve matters yourselves.

We are pleased that you are able to take part in such a wide range of activities that help you develop your creative skills, including gardening (we thought your vegetables were growing really well), art, music and sport. You certainly have rich and varied experiences.

Your headteacher and other senior staff manage the school outstandingly well. All the teachers and other adults work hard to provide the very best experiences which are helping you to learn so well.

We have asked the headteacher to improve three areas. These are:

- to work with you to write learning targets that really mean something to you and help you measure your own progress
- to ensure all lessons stretch and challenge you
- provide more experiences of meeting, learning about and working with groups of pupils from backgrounds that are different from yours.

Thank you again for your help.

Yours sincerely

Daniel Towl

Her Majesty's Inspector

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