

All Saints' CE Primary School

Slatefell Drive, Cockermouth, Cumbria, CA13 9BH

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Most pupils make good progress from their starting points and achieve well, particularly in reading and mathematics. The most able pupils make especially good progress, including in writing.
- Pupils with disabilities and those with special educational needs, including those in the specially resourced facility, make good progress. Pupils get the specialist support they need to improve their social skills and academic achievement.
- Good teaching makes sure that pupils are happy and confident learners. Pupils enjoy tackling interesting tasks and activities that are hard enough to make them really think.
- Pupils behave well in lessons. They are keen to find out new things. They enjoy talking to each other about their ideas. They persevere when tackling difficult tasks.
- Pupils are well cared for and kept safe. Pupils feel secure and know how to stay safe.
- The headteacher, with the strong support of leaders and staff, is determined and successful in making sure that every pupil, whatever their circumstances, is helped to achieve their best.
- Leaders and staff have created a school that is warm and welcoming and highly supportive of pupils and their families, particularly those whose circumstances have made them vulnerable or hard to reach.
- Leaders and governors have maintained good achievement and improved the effectiveness of teaching since the previous inspection. They have improved attendance and the achievement of the pupils, particularly in reading and for the most able pupils overall.
- The very well planned curriculum ensures that pupils are excited about activities and keen to learn. They gain a great deal from the many extra sporting, musical and artistic activities.

It is not yet an outstanding school because

- Standards in writing are not as good as in reading and mathematics for some pupils.
- Teaching is not resulting in outstanding progress.
- Leaders, both senior and middle, do not always look closely enough for effects on pupils' learning and progress when they check features of teaching.

Information about this inspection

- Inspectors observed 17 part-lessons. Four of these were carried out jointly with the headteacher.
- Inspectors analysed pupils' work in their books during visits to classrooms. Inspectors carried out a further scrutiny of pupils' workbooks; some books were looked at jointly with the headteacher.
- An inspector listened to children read from Years 1 and 3.
- Discussions were held with staff, pupils, governors and a representative of the local authority.
- Documents looked at included the school's summary of its view of its own performance, improvement plans, information on pupils' progress, records of pupils' behaviour and attendance, documents relating to safeguarding and governing body minutes.
- Parents' views were taken into account through the 32 responses to the Ofsted online questionnaire (Parent View). Inspectors held conversations with parents as they brought their children to school in the morning or collected them at the end of the school day. Inspectors took account of a survey of 51 parents carried out by the school in 2013. The lead inspector received four letters from parents.

Inspection team

Gillian Salter-Smith, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of pupils supported by the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The vast majority of pupils are of White British heritage.
- A below-average proportion of pupils is supported through school action. The proportion supported at school action plus or with a statement of special educational needs is well-above average.
- The school has specially resourced provision, known as 'the facility', for 19 pupils, all of whom have a statement of special educational needs for autism. These pupils come from a wide geographical area.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve pupils' achievement further, especially in writing, by making sure that teaching is even more effective through:
 - ensuring pupils act upon the advice and guidance they are given when their work is marked, especially in writing tasks
 - giving children in the Early Years Foundation Stage better chances to learn and practise their early reading, writing and numeracy skills when they are busy outdoors, to match the quality of activities provided when they are indoors.
- Improve the effectiveness of the work of leaders, both senior and middle leaders, by:
 - making sure that all checks on teaching are evaluated in terms of their effect on pupils' learning, progress and behaviour
 - identifying more specifically in the school improvement plan how actions taken are expected to improve pupils' progress, attendance and behaviour so that leaders and governors can check more efficiently on success
 - developing further the work carried out by staff and governors with pupils and their families to encourage good attendance.

Inspection judgements

The achievement of pupils is good

- The small number of pupils in each year group, the high proportion of pupils with complex special educational needs, the high proportion of pupils who face highly challenging circumstances in their lives, are all factors that mean that published information in relation to pupils' progress does not reflect accurately the achievement of pupils in the school. Inspection evidence shows that pupils generally make good progress from their starting points. The school is highly committed to ensuring equality of opportunity for every pupil. Leaders keep a careful check on the progress of every individual and go to great lengths to help pupils to make at least the progress of which they are capable.
- Many children start school in the Early Years Foundation Stage with skills and levels of development below those typical for their age. Children make good progress in the Nursery and Reception classes so that most children achieve the level expected for their age in all areas of learning. Children follow class routines well. They enjoy playing and exploring with each other and make good progress in their early reading, writing and mathematical skills, particularly when they are busy indoors. Children love to play and explore outdoors but the chances for them to practise and improve their early skills are not as well planned as they are for when they are busy indoors.
- The Key Stage 1 national assessments of attainment in recent years, including the check on Year 1 pupils' knowledge of letters and the sounds they make, have dipped to below the national average. These results reflect the complex needs of the pupils. Results of national assessments in Key Stage 2 are broadly average, except in writing. Achievement in writing is not as good as in reading and mathematics but is improving quickly.
- Work in pupils' books and learning observed in lessons shows that pupils are making good progress in reading, writing and mathematics.
- Pupils take care to write carefully and accurately. They use a good range of vocabulary and sentence structures. They write about activities and subjects that interest them because the curriculum is carefully planned by staff. Year 4 pupils were excited about and worked hard to find ways to write leaflets to persuade others to take part in a *'Harry Potter'* tour. Year 5 pupils were thoroughly absorbed in planning how they would present the weather forecast using a wide range of technical terms and language intended to capture and interest the audience.
- Pupils enjoy reading and benefit from well-planned teaching of early reading skills. A highly motivating scheme to encourage wider reading has improved their enthusiasm for, and the breadth of, their reading. As a result, pupils are setting up a pupil reading group to mirror that already established for adults in the community.
- Pupils make good progress in mathematics because they have plenty of chances to use practical equipment to help develop a good understanding of mathematical concepts. They frequently apply what they know to problems and practical situations.
- The most able pupils make good progress across subjects, especially in writing. In the 2013 national assessments, the most able pupils made at least the progress expected of them. The most able mathematicians make good progress; a number of special groups, where pupils work alongside other talented mathematicians, help them to make the progress of which they are capable.
- Pupil premium funding is used well to support individual pupils. Much additional support for their academic progress helps them to catch up where they are in danger of falling behind. Pupils known to be eligible for free school meals make the progress expected of them, and sometimes make better progress than other pupils, as was the case in 2013. However, there is a gap in standards of attainment between these pupils and others. In 2013, despite their good progress, these pupils were about three terms behind other pupils in English and in mathematics. The number of pupils is very small.
- Disabled pupils and those with special educational needs make good progress. Those pupils

receiving specialist resourced provision for autism make equally as good progress as other pupils with special educational needs. Specialist support is well planned so that pupils enjoy school and learning, whether in main classrooms or in their special facility.

The quality of teaching

is good

- Relationships between staff and pupils are positive and supportive. Teachers know the pupils and their families very well. Staff ensure that pupils are happy and feel secure in school and ready to learn.
- Pupils and parents are very happy with the quality of teaching. Pupils say that they learn a great deal because, 'teachers make lessons fun and are always there to help you'.
- Pupils present their work very carefully and rise to the high expectations set by the teaching in the school.
- Pupils make good progress in improving their skills and deepening their understanding because teaching finds way to stretch and extend learning, including for the most able pupils. Pupils have to think hard when answering probing questions. They are encouraged to solve problems and think things out for themselves, including in mathematics.
- Pupils enjoy finding out and writing about topics that have been chosen carefully to be exciting and interesting. Extensive writing in their books, for example about Fletcher Christian, and World War Two evacuees, shows that they have been fully involved in the work.
- Teaching helps pupils to build on what they have learned previously so that they develop confidence as learners. Any gaps in pupils' knowledge and understanding are recognised by staff through thorough assessments. Well-planned class work or more specific targeted sessions (interventions) for individuals and small groups help pupils to catch up and make good progress.
- Pupils improve their communication skills and learn to work together well. This is because they spend plenty of time discussing and planning their work in a well-structured way.
- Teaching assistants make an important contribution to pupils' learning. They give plenty of encouragement and support to pupils, asking questions that lead pupils to work things out for themselves. Specialist support for pupils receiving specialist resourced provision is particularly skilled at getting the most from pupils.
- Pupils' work is marked by teachers regularly so that pupils understand what they have done well, and what they need to improve. In mathematics, pupils often get an extra problem to solve helping to take their learning on further. However, pupils do not always get the chance to act on the guidance they are given so do not make improvements to their work quickly enough, particularly in writing.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Pupils enjoy lessons and learning. They concentrate well and persevere with tasks, even when they are hard. They work together well in pairs, talking sensibly about their work. Pupils' positive attitudes to their work help them to make good progress.
- Pupils' behaviour around the school is good. Pupils are kind to each other, courteous to adults and show respect for each other. Playtimes and the dining area are orderly and sociable. Pupils share the extensive outdoor equipment sensibly. Older pupils look after the play equipment well. Pupils enjoy the quiet areas of the playground and respect the safety rules.
- Parents and staff consider that pupils' behaviour is good. The challenging behaviour of a small number of pupils is managed very skilfully by staff and leaders. Case studies show that individuals and their families have benefited a great deal from the personal support they have received. Some pupils arriving new to the school settle in quickly and make good progress in their personal development and academic progress.

- Incidents of bullying are rare and sorted out quickly. Pupils are confident that staff will help them if they have any worries. Pupils know about different types of bullying. Many pupils say that, 'Everyone gets on well with each other.'
- The school's work to keep pupils safe and secure is good. Consequently, pupils feel safe and secure in school. Leaders have created a warm, safe and welcoming school. Parents praise staff highly and talk of how approachable they are. They appreciate the lengths that staff go to, to support their children and ensure that they are safe, happy and learning.
- Pupils enjoy taking on responsibilities. The school council is campaigning to lower the speed limit in the local area. They raise funds for different charities. Older pupils enjoy reading with the younger children.
- The rate of attendance, although improving, is below the national average. Governors and staff are working hard with parents and their children, when attendance dips.

The leadership and management are good

- The headteacher, well supported by leaders, governors and staff, provides a strong lead and is ambitious for the pupils. Leaders are focused on and are successful in maintaining pupils' good achievement overall, and improving achievement in reading and writing for the most able pupils especially.
- Leaders are highly committed to ensuring pupils' well-being and their enjoyment of learning and wider experiences. These ambitions are achieved through a well-established welcoming environment and closely targeted support for all pupils, including those who are more vulnerable. The excellent curriculum excites pupils' interests and offers a wide range of extra activities, including residential experiences from Year 2 onwards. Consequently, pupils thoroughly enjoy school and thrive as a result.
- Leaders have an accurate view of the school's performance so that school improvement plans identify the right priorities. The plans do not, however, always set out clearly enough how the actions taken are expected to improve pupils' progress, attendance and behaviour. It is, therefore, not always easy for leaders and governors to check on the plan's success.
- Leaders, including middle leaders, keep close checks on the progress of every pupil. Class teachers are held responsible for pupils' progress. Middle leaders work with class teachers to make sure that pupils get the right support if they are at risk of underachieving.
- The school is improving the effectiveness of teaching successfully. Training of staff is linked to school priorities and individual staff needs. Staff benefit from sharing good practice in teaching among themselves and through working with staff in other schools in the well-established partnership of local schools.
- Senior and middle leaders regularly check on the quality of teaching through observing lessons and looking at pupils' workbooks. Leaders offer useful guidance and support that lead to improvements in teaching. However, sometimes leaders do not always evaluate closely enough the effect of teaching on pupils' learning, progress and behaviour.
- Systems that manage staff pay and performance are rigorous. Staff targets are rightly linked to the school's priorities and positive performance is rewarded appropriately.
- The specially resourced provision, 'the facility', is well managed so that pupils work alongside others in the school wherever possible. Pupils' complex needs are recognised and skilled support helps both the lower attaining and the more able pupils to make good progress in their personal development and academic progress.
- School sport funding has been used very effectively to provide more physical activity and competitive sporting opportunities for all pupils across the school, so enhancing their physical well-being. For example, many classes perform in local dance festivals as a result of the good quality dance coaching that has been introduced; more pupils are taking part in inter-school sporting competitions in a wider range of activities.
- The school does a great deal to welcome parents and involve them in supporting their children's learning and development. Parents are highly supportive of the school's work.

- Safeguarding arrangements meet current government requirements.
- The local authority provides light-touch support for this effective school. They keep a close watch on the achievement of pupils and are quick to question published results when they look less favourable.
- **The governance of the school:**
 - Governors bring a good range of skills and expertise to their role. They support senior leaders in their ambitions for the school and pupils. They are not afraid to challenge and ask searching questions of leaders.
 - Governors know how well pupils in the school are performing because the headteacher gives them a comprehensive analysis of pupils' progress. They are well aware of the published data for the school.
 - Governors are well aware of how pupil premium is spent and can see its impact on these pupils' achievement.
 - Governors are aware of the quality of teaching. They support leaders' decisions on pay awards following scrutiny of individual performance. They set demanding targets as part of the headteacher's performance management.
 - A number of governors visit the school regularly and see for themselves how the school is functioning.
 - Governors meet annually to review their own performance and that of the school. They undertake training on a regular basis.

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	112272
Local authority	Cumbria
Inspection number	440815

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Eric Nicholson
Headteacher	Nicola Smallwood
Date of previous school inspection	28 June 2012
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