

Whiteparish All Saints Church of England Primary School

Common Road, Whiteparish, Salisbury, SP5 2SU

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. From the time they enter school, pupils consistently make rapid progress in English and mathematics. At the end of Year 6, pupils reach standards that are significantly above average.
- High-quality teaching ensures that pupils learn exceptionally well. It is never less than good and a substantial proportion is outstanding.
- Lessons are exciting and well planned. Teachers have an excellent understanding of pupils' individual needs and set work which enables all groups of pupils to make rapid progress.
- Teaching assistants provide high-quality support for pupils' learning. They make an excellent contribution to pupils' progress.
- Pupils thoroughly enjoy school which is why attendance is above average. They thrive in a supportive and caring environment and say they always feel safe. Their enthusiasm for learning adds to the progress they make.
- Pupils' behaviour is outstanding both in class and around the school. They treat each other and adults with respect.
- School leaders have high ambitions for the school and they take highly effective steps to continually improve all aspects of the school's performance.
- Rigorous systems for monitoring the quality of teaching and pupils' progress are in place and are ensuring a relentless driving up of standards.
- The school works hard to promote good links with parents and carers. The overwhelming majority of parents and carers are happy with the all-round education their children receive.
- A broad and rich curriculum provides pupils with a wide variety of excellent opportunities to acquire new knowledge and skills, pursue their own interests and develop their self-confidence. They are extremely well prepared for the next stage in their education.
- Governors are very well informed and knowledgeable about all aspects of the school and, while being highly supportive of its work, hold it and its leaders rigorously to account.

Information about this inspection

- The inspector observed 10 lessons including six joint observations with the headteacher. In addition, the inspector made a few short visits to classes, observed an assembly and also heard pupils read.
- Meetings were held with the headteacher, staff, representatives of the governing body, and a group of pupils. The inspector also talked to parents, carers and pupils on the playground and around the school.
- A telephone discussion was held with a representative of the local authority.
- The inspector observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teachers' performance; the organisation of the curriculum; safeguarding information; and the minutes of governing body meetings.
- The inspector also took account of 36 responses to the online survey (Parent View) and also 12 responses to the inspection questionnaire for staff.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Full report

Information about this school

- Whiteparish All Saints Church of England Primary School is smaller than the average-sized primary school.
- The majority of children are of White British heritage.
- The proportion of pupils supported through school action is well below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. (The pupil premium is additional government funding provided for children in local authority care, for children known to be eligible for free school meals and other groups.)
- The school has five mixed-age classes: Reception and Year 1; Year 1 and Year 2; Year 2 and Year 3; Year 4 and Year 5; and a Year 5 and Year 6 class.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- There is a pre-school on the school site which is not managed by the governing body. This is subject to separate inspection and reports of its quality are available on the Ofsted website.

What does the school need to do to improve further?

- Ensure that the skills of middle leaders are further developed in order to make sure that they make a significant contribution to achievement and the quality of teaching and learning in the school.

Inspection judgements

The achievement of pupils

is outstanding

- Achievement is outstanding because pupils make rapid progress from their individual starting points. Pupils' knowledge and understanding in English and mathematics is excellent. The work in pupils' books shows that they are continuing to make excellent progress.
- Most children start in the Reception class with skills and knowledge that are typical for children of this age. Some aspects of communication skills, including reading and writing, are sometimes below expected levels.
- In the Reception Year, their learning gets off to an excellent start. This is because teaching is well organised and teachers take account of children's varying abilities when planning activities, such as when they learn about letters and the sounds they make.
- Outstanding progress is maintained throughout the school for all groups of pupils so that by the time pupils reach Year 6 their attainment is significantly above the national average.
- More-able pupils do extremely well. For example, in the 2013 national tests for Year 6, the percentage of pupils who achieved Level 5 was significantly above average in English and mathematics and the percentage of pupils who achieved Level 6 in mathematics was high.
- Achievement in English is outstanding. In 2013, in the national check of pupils' skills in phonics (letters and the sounds they make) at the end of Year 1, a well-above average proportion of pupils reached the expected standard. The phonics skills of pupils currently in Years 1 and 2 are highly developed.
- Older pupils read widely and often enough to develop their reading skills at the expected rate and beyond, resulting in consistently above average standards of attainment. In writing, pupils' achievement is rapid because pupils are given many opportunities to use and apply their skills, including when they complete work as part of other curriculum subjects. Pupils' handwriting is well developed and they are developing great accuracy in using correct grammar, spelling and punctuation.
- There are too few pupils known to be eligible for the pupil premium to measure reliably attainment gaps against their peers. However, the progress they make clearly matches that of their classmates. This is because funding is allocated effectively and pupils receive additional support, which is very well matched to their individual needs.
- Disabled pupils and those who have special educational needs do exceedingly well. They also make rapid progress because of the excellent individual and small-group teaching they receive.

The quality of teaching

is outstanding

- Teaching is focused sharply on achieving a high quality of learning and pupils know exactly what they are expected to learn in lessons. There is a strong emphasis on practical activities and first-hand experiences which makes learning exciting for pupils.
- A prominent feature of lessons seen during the inspection was pupils' obvious love of learning. They talk excitedly about their work and are self-motivated in a desire to improve.
- Excellent relationships between adults and pupils ensure that pupils are very keen to respond quickly to questions as they know their answer will be valued. Pupils work very successfully in pairs and in groups, inspiring and stimulating each other until they are happy with their answers. Lessons move along at a swift pace and teachers continually check on pupils' understanding and adjust their expectations as needed, so that pupils are engaged, motivated and learn extremely well. Pupils say that lessons are always like this.
- Teachers use assessment information rigorously so that they plan work that matches the needs of pupils closely and builds rapidly on what pupils already know and are able to do. They provide clear feedback to pupils through high-quality marking which lets pupils know what they have to

do next.

- Teachers are extremely skilful at making sure that the skills pupils learn in English and mathematics lessons are developed fully in other subjects. This helps to ensure that pupils understand completely the importance and the use of English and mathematics in their daily lives.
- The teaching of reading is outstanding. It is very well supported by daily sessions of learning letters and sounds in the Reception class and Key Stage 1. Reading at the school is regular and extremely popular.
- Teaching assistants make a very valuable contribution to pupils' learning. They carry out clear roles and responsibilities with great skill.

The behaviour and safety of pupils are outstanding

- The school provides a very calm and safe environment where pupils feel secure and can thrive. There are very high expectations of pupils' behaviour and pupils and adults show a mutual respect for each other. Pupils feel completely safe and well cared for by all adults in the school. They thoroughly enjoy school and their attendance is above average.
- Pupils and staff believe that behaviour is very good and these views on safety and behaviour are shared by the overwhelming majority of parents and carers.
- Behaviour in and around the school is exemplary. Pupils are polite and helpful and have excellent manners. They are eager to learn. They enjoy their lessons and listen carefully to their teachers and work independently and with one another extremely well. Consequently, lessons run very smoothly without any disruption to learning.
- Pupils relish any opportunity to take on responsibilities in school, for example, serving on the school and eco councils. They care for each other. One older pupil said, 'If we see someone on their own or hurt we go to see if they are all right.' When asked whether that was their role he said, 'No, we just do it!' They respond spontaneously to the needs of others and organise and participate in fund raising for those in need of help.
- Pupils have a complete knowledge of how to keep themselves safe. For example, they are fully aware of the potential dangers of internet use. This is because they have received effective teaching from the school. They are adamant that there is no bullying. They have a deep understanding of what it is and are confident that if minor fallings-out occur they will be dealt with promptly and effectively by the school.

The leadership and management are outstanding

- School leaders have high ambitions for the school and take highly effective steps to continually drive up standards of teaching and the achievement of all pupils. These ambitions are completely shared by all staff.
- Rigorous systems for checking on teachers' performance, linked to pay progression, are in place. Regular monitoring and evaluation of teaching supported by high-quality training have resulted in improvements in the quality of teaching. Teachers are committed to self-improvement and the raising of standards and feel very well supported in their professional development.
- The school rigorously reviews the progress of all pupils and quickly and successfully addresses any early signs of underperformance by different groups or individuals. School development plans reflect high expectations and are sharply focused on clear and measurable outcomes for pupils.
- This is a highly inclusive school in which the exceptionally close watch leaders and managers keep on provision for the individual ensures excellent equality of opportunity for all pupils.
- Pupil premium funding is used effectively to provide academic and personal support for eligible

pupils. The progress of these pupils, disabled pupils and those who have special educational needs is checked to ensure that the variety of interventions and strategies being implemented has a positive impact on pupils' progress.

- Systems are now in place to enable middle leaders to play a greater role in the monitoring of standards in teaching and pupils' achievement. However, they are at an early stage and it is too soon to judge their effectiveness or evaluate their impact on learning.
- The school provides a rich and broad curriculum which widens the experience of its pupils and creates opportunities to develop their understanding of their community and the world. The wide range of musical, artistic, sporting and after-school activities, as well as trips and visitors and learning about other cultures and beliefs, contribute hugely to the spiritual, moral, and social and cultural development of its pupils.
- Sport is extremely well promoted in school and a high proportion of pupils participate in different sports activities and competitions. A detailed action plan helps the school to measure the positive impact of the new primary school sports funding on pupils' health and well-being.
- The school works exceptionally well with parents and carers, the local community and schools locally and further afield. Almost all parents and carers who were spoken to or completed the online questionnaire would recommend the school to another parent or carer.
- The local authority provides light touch support for this successful school.

The governance of the school:

- Governors know the strengths and areas for development in the school and how well the school compares with others. They appropriately challenge and support senior leaders. They have a good understanding of the information from tests and know that pupils are now achieving very well when compared to pupils nationally. They have discussed and agreed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have also discussed and agreed how additional sports funding will be spent and understand how the impact of this on participation and pupils' health will be monitored and evaluated. Performance management arrangements are very thorough, matched to best practice and well understood by governors. They are well informed about the quality of teaching and make sure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are well met including safeguarding.

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	126419
Local authority	Wiltshire
Inspection number	426825

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Jane Dunlop
Headteacher	Kate Heathcote
Date of previous school inspection	2 December 2008
Telephone number	01794 884420
Email address	admin@allsaints.wilts.sch.uk

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