

Durrington All Saints Church of England Voluntary Controlled Infants' School

School Road, Durrington, Wiltshire, SP4 8HJ

Inspection dates 12–13 June 2013

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.

- From starting points which are well below those expected for their age, pupils make good progress to reach average standards by the end of Year 2.
- Pupils generally receive good teaching and there are examples of outstanding practice.
- All groups of pupils, including those who are disabled or who have special educational needs and those known to be eligible for the pupil premium, make good progress. This is because of the good quality support they receive.
- Pupils have many memorable experiences including a wide variety of exciting visits and visitors to school throughout the year.
- Pupils enjoy coming to school and feel safe. They behave well around the school and enjoy taking on responsibilities. Attendance is average and continues to improve.
- Leaders know how well the school is performing and what needs to be done to improve. They check the quality of teaching and the progress of individual children thoroughly.
- The headteacher is well supported by a knowledgeable and highly involved governing body which has rigorously challenged leaders at all levels.

It is not yet an outstanding school because:

- There is not enough teaching that is outstanding and a small pocket of less effective teaching remains to be addressed.
- Some teaching does not always offer enough challenge, and as a result, this slows the rate at which pupils make progress, especially the more able.
- Occasionally some teachers talk for too long at the beginning of lessons, which limits the time pupils have to do their work.
- Although marking is regular and most teachers give pupils ideas of how to improve, pupils are not given enough opportunities to judge their own successes or to respond to teachers' marking.

Information about this inspection

- The inspector observed 10 lessons or part lessons and listened to groups of pupils read.
- Two lesson observations were carried out jointly with the headteacher.
- The inspector scrutinised the 12 responses to the online Parent View online survey. They also considered the findings of the school's own parental questionnaire.
- Questionnaires completed by 13 staff were analysed.
- Meetings took place with staff, pupils and a group of governors.
- Telephone discussions were held with two local authority representatives.
- The inspector observed the school's work and scrutinised records of pupils' progress, the school's checks on teaching and learning and the development plan, governing body minutes, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Full report

Information about this school

- Durrington All Saints is a smaller than average-sized Infants school.
- An above average percentage of pupils are eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those from service families).
- A high proportion of pupils are from service families.
- Most pupils are White British.
- The percentage of pupils supported at school action is well-above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well-above average.
- There is a before and after-school club and a pre-school on the school site; these are not managed by the governing body and were not part of this inspection.
- The school has undergone considerable staff turbulence since the last inspection.

What does the school need to do to improve further?

- Improve teaching so a greater proportion is outstanding and pupils make more rapid progress, by making sure that:
 - work is at precisely the right level for pupils of different abilities so that it is sufficiently challenging, especially for the most able
 - pupils have sufficient time in lessons to work by themselves
 - marking always includes next steps and pupils have more opportunities to review their own work and to respond to teachers' marking
 - the outstanding teaching in the school is used to inspire and develop teachers where teaching is less strong.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills at levels much lower than those typically expected for their age, particularly their communication and language skills. They make good progress in all areas of learning because of good teaching and the interesting range of activities provided. However by the time they enter Year 1, their skills are still below expected levels for their age.
- Generally pupils in Years 1 and 2 make good progress to reach standards by the end of Year 2 that are about the same as those of most seven year olds. However attainment in reading and writing and mathematics dipped to below this level in 2012. Extenuating staffing circumstances contributed to this decline. The decline has been tackled well and attainment in the current Year 2 is back to average in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress and their achievement is better than that of similar pupils nationally because teachers and teaching assistants know the pupils well and ensure that support is carefully matched to their needs.
- Generally pupils eligible for pupil premium funding make good progress. In 2012, at the end of Year 2, the gap in attainment between pupils known to be eligible for free school meals and other pupils was one term in mathematics and two terms in reading and writing. School records show that these gaps are closing, and current pupils eligible for free school meals are making faster progress. Pupils from military families reached higher standards than other pupils and current records show that this has been maintained.
- Pupils enjoy reading and are developing good skills in blending and sounding letters so they can unlock new words. Although the school's results in the Year 1 phonics screening check were below the national average, the school's records show that those with weak language skills go on to develop confidence and achieve well by the end of Year 2.
- Lessons and work in books indicate good preparation for writing and a wide range of writing experiences. The creative curriculum the school has developed is providing pupils with more stimulating and wider ranging writing opportunities. In Year 1, pupils wrote imaginative descriptions of fantasy characters using a range of interesting describing words to make their writing exciting for the reader.
- In mathematics, pupils are given lots of practical experience so that they use their skills in calculating in real-life situations. For instance, Year 2 pupils enthusiastically planned their pirate outfit from a catalogue of clothes and accessories. They were able to explain the strategies they used to work out the various combinations of coins they could use to pay for their purchases.

The quality of teaching is good

- Good teaching contributes considerably to pupils' good progress. Where teaching is strongest, teachers convey high expectations of what pupils should learn and ensure that lessons have a clear purpose so that pupils understand what they are expected to do. Specific steps to success are set to successfully guide pupils' learning.
- Teaching is improving as a result of staff training and there are examples of outstanding practice but, very occasionally, teaching dips to being less than good.
- When teaching is less strong, teachers do not move pupils on to new learning quickly enough and independent work is sometimes too easy. Pupils are not always given enough time to work by themselves. Consequently, not all pupils make the rapid progress of which they are capable.
- Teachers' marking is mostly good, and the best includes guidance as to the next steps to take. However, pupils are not always given time to respond to the comments, for instance to make

corrections, or to review their own work.

- Teachers and teaching assistants create an attractive and positive classroom environment for pupils to learn in and establish strong relationships. Consequently, pupils work well together and show consideration and respect for others.
- In the Reception classes, children are provided with a stimulating range of activities inside and outside the classroom. There are plenty of opportunities for children to explore, be creative and to learn independently. Children also benefit from well-focused teaching from all adults
- Disabled pupils and those with special educational needs receive extra help from teachers and other adults in lessons and in small groups to help them with their work. Adults use questioning well to guide these pupils through tasks and activities, helping them to understand their work and make good progress.
- Pupils eligible for pupil premium funding receive high-quality additional support in class, in small groups and individually. This support effectively helps them with their learning and emotional and social development.

The behaviour and safety of pupils are good

- Children in Reception settle well into the school because of effective induction arrangements and the very positive relationships established with adults. They enjoy the activities offered as they learn and play very well with the other children.
- Behaviour and safety are not yet outstanding because there are occasions where the behaviour of a few pupils interrupts the flow of learning.
- The vast majority of pupils behave well in class and around the school. They have very positive attitudes to learning. They enjoy taking on responsibilities, such as being members of the school council.
- Teachers' expectations of pupils' behaviour are high and help to foster good relationships between pupils. Those who find it difficult to manage their behaviour are managed well by teachers and staff who support them.
- Parents and carers who responded to the survey, Parent View, agreed that their children were safe and well looked after. They also state that the school promotes good behaviour. Inspection findings support these positive views.
- The school is an inclusive community. Pupils with special educational needs and those who are identified as vulnerable are supported very effectively.
- Pupils have a good understanding of bullying and the different forms it can take, including name calling, physical and cyber bullying. They know that bullying is unpleasant and unkind. They told the inspector, 'There has been some bullying but it is always sorted out.' School records show that bullying is extremely rare.
- Pupils say that they feel safe in school and that most pupils behave very well.
- The school strives to promote good attendance and punctuality. The vast majority of parents and carers support this drive. Attendance levels have improved since 2011 and are now average.

The leadership and management are good

- The headteacher communicates a clear vision and ambition for the continued improvement of the school. Her commitment, with the strong support of the assistant headteacher and governors, has been the driving force in the improvements seen in the school and demonstrates

the school's capacity for continued improvement.

- The school's work is systematically and thoroughly checked. As a result, key leaders and governors have an accurate overview of the school's strengths and where areas need improvement.
- Regular checks are carried out to improve teaching further. Teachers and other staff are well supported through training to achieve the targets set for them to improve their practice, and the targets are closely linked to teachers' progression through the salary scales.
- The systematic analysis of information on pupils' progress and attainment enables senior leaders to evaluate teachers' effectiveness and pupils' performance. Through regular meetings at which pupils' progress is closely analysed, teachers are held to account for pupils' achievement. A wide range of subjects and topics is provided to promote good personal development for pupils. The outdoor learning facilities, including the woodland area and a pond, are used well to enrich pupils' learning and development.
- The local authority supported the school's drive for improvement well and effective partnerships have been established.
- All pupils have access to the full range of activities provided, and staff strive to ensure that different groups of pupils do as well as they can. There are no signs of discrimination.
- Pupil premium funding has been properly allocated. Additional support, new learning materials and access to counselling have been provided and a play-ranger appointed to help eligible pupils. Efficient use of the funding is helping to ensure equality of opportunity for eligible pupils.
- The school has established very productive partnerships with parents and carers. This was demonstrated by the large number of dads and granddads who attended the annual superheroes picnic during the inspection.
- **The governance of the school:**
 - Governors bring a wealth of experience and expertise to their role. They attend training and make regular visits to the school which provide them with the skills and knowledge to question and challenge senior leaders about how well the school is performing when compared to other schools nationally. They know about the quality of teaching and pupils' achievement. They are very supportive of the headteacher and staff, and share their ambition for the school to be successful. Governors make sure that safeguarding policies and child-protection procedures fully meet statutory requirements. They are well informed about the management of teachers' performance, including that of the headteacher, and they review teachers' pay accordingly. They know what the school is doing to reward good teaching and to tackle any underperformance. In conjunction with the headteacher, they manage the school's finances efficiently, including the use of pupil premium funding.

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	126323
Local authority	Wiltshire
Inspection number	413371

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Chris Thomas
Headteacher	Jo Andrews
Date of previous school inspection	29 January 2009
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