

Inspection of All Saints' Church of England Voluntary Aided Primary School, Dovercourt

Main Road, Dovercourt, Harwich, Essex CO12 4HT

Inspection dates: 30 April and 1 May 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils are proud to be part of the school's family. They love learning. They show respect for each other and for the adults who look after them. Trusting relationships support pupils to feel safe and happy.

The school is highly inclusive. Pupils value and celebrate difference in lessons, in assemblies and in the playground. Pupils show tolerance towards each other, regardless of any differences between them.

Pupils are encouraged to aim high. Adults make their expectations consistently clear. Pupils challenge themselves to meet these. Around the school, pupils' behaviour is exemplary. They are polite, friendly and helpful. Pupils work hard and 'never give up', demonstrating the school's vision. They have high aspirations for their future lives. Police officer, nurse, teacher and archaeologist are just a few examples of pupils' career goals.

Pupils enjoy a wide range of opportunities to flourish outside the classroom. Trips out, inspiring visitors and virtual visits enhance their learning. Residential trips develop their independence, something that is encouraged right from the youngest children. Pupils from all year groups have a say in the running of the school and make links with the local council to improve the local community. Subject champions, play leaders, librarians and prefects are all excellent role models who take their jobs seriously.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious for all pupils. It is carefully planned, from the flying start in early years through to Year 6. Pupils learn a broad range of subjects. At each stage, the curriculum sets out the essential knowledge and key vocabulary pupils should learn.

Teachers deliver most of the curriculum confidently. Typically, they use the start of a lesson to remind pupils of their previous learning. Pupils then use their prior knowledge to access new learning. As a result, pupils build up expertise in each subject over time. However, teachers' confidence in delivering a few subjects, for example art and design and technology, is still developing.

Teachers check pupils' understanding regularly in lessons. They adjust their teaching to address any gaps or misconceptions that emerge. In most cases, leaders carefully check that pupils are making the progress they intend. However, these checks have not always identified when pupils do not understand and remember the content they need to master. This inconsistency led to pupils' achievement in end-of-key-stage tests being lower than expected in 2023. Leaders have redoubled their efforts to ensure staff deliver the curriculum as intended and to check their plans are working.

Children develop a love for reading from the moment they start at All Saints. Throughout the school, pupils encounter a wide range of fiction and non-fiction texts. They appreciate high-quality writing and are ambitious in their reading choices. Children enjoy the way teachers skilfully bring stories to life in reading sessions. They eagerly read when it is their turn and show great understanding about how to use their voice, tone and expression to interest and entice the listener.

The new phonics scheme is taught well. In the early years, children successfully learn the letters and sounds they need to develop early reading and writing skills. Staff ensure pupils who might struggle get the extra help they need through in-class and 'rapid catch-up' sessions. The majority of pupils are fluent readers by the end of Year 2.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) swiftly and accurately. Pupils access the same curriculum as their peers, with appropriate adjustments and well-tailored support. The school works hard to enable all pupils with SEND to succeed. Leaders often liaise with other professionals, with other Harwich schools, and beyond.

Pupils behave exceptionally well in the classroom. They listen carefully to their teachers and other adults. They are eager to participate in lessons. Pupils have a high degree of self-control. When there is a hubbub of activity, such as when using clay, pupils respond swiftly to teachers' signs for quiet.

There is a very strong programme of personal development. Pupils enjoy a range of extra-curricular clubs. These include musical theatre, poetry and choir, as well as sporting activities. The personal, social, health and economic education curriculum teaches pupils about healthy lifestyles and positive relationships. The school offers many opportunities for the children to go out into their local community, be it to the beach, to the port or supporting a litter pick.

The governors have considerable experience and a strong working knowledge of the school. They visit regularly. They check in with staff and pupils to gain a greater understanding of the school's priorities. The dedicated staff appreciate the training and the opportunity to network with Harwich's community of schools. They feel valued, cared for and are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Implementation of the intended curriculum in a small number of foundation subjects is not consistent across all classes. This means that pupils are not given sufficient opportunities to practise and secure key skills, concepts and knowledge. The school should continue to provide support and professional development for teachers to gain the expertise they need to ensure the consistent delivery of the intended curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115203
Local authority	Essex
Inspection number	10323627
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Dr John Shaw
Headteacher	Samantha Moseley
Website	www.allsaints-harwich.essex.sch.uk
Date of previous inspection	5 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is a Church of England school, which had its latest section 48 inspection in June 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a range of leaders, including senior leaders, the special educational needs coordinator and governors, including the chair of governors. The lead inspector also spoke with the school effectiveness partner from the local authority and the school's diocesan adviser.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met with teachers and spoke with some pupils about their learning. Inspectors looked at samples of pupils' work. The lead inspector listened to several pupils read to a familiar adult. Inspectors also looked at samples of pupils' work in personal, social, health and economic education.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors viewed a range of school documentation and policies. These included the school development plan, leaders' action plans, the school's self-evaluation and documents related to governance of the school.
- Inspectors reviewed the responses to Ofsted's parent and staff questionnaires. They also spoke with pupils, parents and staff to gather their views of the school.

Inspection team

Ruth Brock, lead inspector

Ofsted Inspector

Jackie Mullan

Ofsted Inspector

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