

Aston All Saints CofE (A) Primary School

Inspection report

Unique Reference Number	106938
Local authority	Rotherham
Inspection number	377496
Inspection dates	7–8 February 2012
Lead inspector	Terry McDermott

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	211
Appropriate authority	The governing body
Chair	Ian Jennings
Headteacher	Susan Mellor
Date of previous school inspection	4 December 2006
School address	Lodge Lane Aston Sheffield S26 2BL
Telephone number	0114 2872100
Fax number	0114 2876573
Email address	aston-cofe.junior-infant@rotherham.gov.uk



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Introduction

Inspection team

Terry McDermott
Michael Wintle

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 24 lessons taught by nine teachers for a total of approximately 14 hours. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, listened to pupils reading, looked at its methods for tracking pupils' progress, and at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, samples of pupils' work, and reports from the school's professional partners. Responses from 62 parents and carers to the Ofsted questionnaire were considered, along with questionnaires completed by staff and pupils.

Information about the school

This is an average-sized primary school. There are more girls in the school than is usual. The proportion of pupils known to be eligible for free school meals is well-below average. A well-below average proportion of pupils come from minority ethnic backgrounds. All pupils speak English. The proportion of disabled pupils and those who have special educational needs is below average, but the proportion supported at School Action plus, or with a statement of special educational needs is average. The school meets the current floor standard. The school holds several awards, including Investors in People and the Artsmark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The strongly held values of respect, tolerance and understanding are consistently applied by adults and quickly adopted by pupils. This ensures that pupils’ spiritual, moral, social and cultural development is outstanding.
- Achievement is good. From broadly average starting points, pupils make good progress to reach above-average attainment in English and mathematics by the end of Year 6. The school’s accurate assessment and tracking procedures clearly indicate accelerating progress and rising attainment. Previous inconsistencies in measuring attainment at the end of Key Stage 1 have been eradicated. Recent improvements in the quality of teaching are gathering momentum. No group of pupils underachieves.
- Teaching is good throughout the school. All lessons are characterized by excellent relationships between adults and pupils, and by pupils’ very positive attitudes to learning. There are good systems to identify pupils who may need additional support to boost their learning. Skilful questioning by teachers helps pupils clarify their learning and challenges them to think more deeply. On a few occasions, teachers’ planning does not take enough account of pupils’ previous learning so that they are challenged to reach a higher level. Though always celebratory and successfully building confidence, marking does not always clearly inform pupils what they need to do to improve, so that they can make even better progress.
- Behaviour is consistently good and pupils have a good understanding of how to keep safe. They take very good care of each other and are proud of the learning environment. They say that bullying is very rare. Pupils are trusted to work independently and almost all have some personal responsibility within school.
- Leadership and management are good at all levels because the headteacher has built a strong team who share the same ambitions and aspirations for the pupils in their care. School self-evaluation is accurate. Staff morale is high, and their commitment is recognised by parents, carers and pupils alike.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that work set accurately meets the learning needs of all pupils
 - ensuring that marking unequivocally tells pupils what they need to do to improve.

Main Report

Achievement of pupils

Inspection findings endorse the views of parents and carers that their children are making good progress. The very large majority of children join the school with skills and understanding that are broadly average in relation to their age. Staff in the Reception class make good use of resources both indoors and outside, and get children off to a good start in all areas of learning. They make good progress and quickly learn to cooperate and work and play together. This gives a good foundation for the excellent relationships between pupils and staff built thereafter throughout the school.

Pupils make good progress throughout the school. Their attainment in reading is above average at the end of Key Stage 1, because basic reading skills are taught frequently, regularly and skilfully. Pupils make good use of their knowledge of letters and sounds to tackle new words. They read regularly to adults and this is enhancing their confidence in reading aloud. Attainment in reading at the end of Year 6 is above average for all pupils, because they are given good opportunities to use their reading skills when carrying out research. Reading and books are promoted well. Attainment in both writing and mathematics is also above average at the end of Year 6. Pupils make better progress than is found nationally, irrespective of their starting points.

Learning in lessons is good. Pupils have excellent attitudes to learning. They are keen to complete research and find things out for themselves. They listen closely to teachers' instructions and to their peers. They sustain their concentration well over extended periods of time, especially when work is of a practical nature. Work in pupils' books is usually well presented, and shows clear evidence of good progress over time. Teachers' high expectations are moving pupils on at a fast rate and pupils are eager to improve their performance. Disabled pupils and those who have special educational needs make progress at the same rate as their peers because of the good support they receive from skilful teaching assistants.

Quality of teaching

Teaching is good throughout the school. Classrooms are very well equipped and give pupils ample resources for learning. They are colourful places, which inspire pupils' curiosity about the world around them. The excellent quality of relationships between adults and pupils is a common feature of all lessons. The best lessons are well planned, teachers make clear to pupils what they are going to learn, and then set them off to try things out for themselves. For example, in a Year 5 mathematics lesson, pupils were required to locate reflections of different polygons in four quadrants. Mystification was removed by overlaying the quadrants on a two-dimensional projection of the world. Pupils could then use their geographical

knowledge to visualise reflections from one quadrant to another. Interest in the different tasks was high and learning for all pupils was rapid. The large majority of lessons move forward smartly. Teachers and other adults move around the different groups in the class guiding pupils to think for themselves with questions, which often begin with 'Why do you think?' Pupils consistently rise to the challenges they are set, particularly when the work is practically based. Teachers make regular use of opportunities, such as talking in pairs, for pupils to discuss and to clarify their understanding, and to increasingly involve them in self-assessment. This contributes to pupils' excellent spiritual, moral, social and cultural development. Teaching assistants are deployed effectively and play a vital role in supporting different groups of pupils. This ensures that most pupils make the same good progress over time, particularly disabled pupils and those who have special educational needs, or those whose circumstances make them potentially vulnerable. Occasionally, the pace of learning slows when teachers' plans, with regard to the content of their explanations or pupils' tasks, do not cover a great enough range to challenge the differing abilities of all pupils. The more able pupils often complete many examples correctly, and this means their progress is not as good as it might be if they were provided with more challenging work.

Lessons provide many good opportunities for pupils to use their reading, writing and mathematical skills throughout the curriculum. The teaching of reading and writing skills are systematically taught and practiced in many subjects. Parents and carers are wholly positive about the quality of teaching in the school and pupils also say that they enjoy their learning. Their views are reflected in this comment from a parent, 'All Saints is a fantastic school and the commitment of staff never ceases to amaze us.' The school's curriculum, with the clearly stated focus on tolerance, respect and support for others, has a marked impact on pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils' behaviour is good throughout school. Attendance is well-above average, and pupils arrive punctually, ready and eager to learn. The good relationships between adults and pupils have a positive impact on pupils' spiritual, moral, social and cultural development. For example, Year 6 pupils mentor young children in the Reception class. They help them to settle in quickly, and support them at lunchtime. Pupils say they feel safe in school. Parents and carers have positive views about pupils' behaviour and feel they are well looked after. As one pupil commented, 'My teacher looks after me, and I trust her'. Pupils also overwhelmingly agree that behaviour is good around school and in their lessons. The school maintains detailed records, which show that incidents of poor behaviour are exceptionally rare. The school is very successful in integrating pupils whose circumstances make them potentially vulnerable. Occasional difficulties are managed very effectively and pupils say that their learning in class is not in any way affected. There is very little indication of bullying of any kind. Pupils and their parents and carers are very confident that it would be swiftly and appropriately managed. Pupils are well aware from an early age of the potential dangers of the internet, because of the school's continuous work both in lessons and with parents after school. Pupils are proud to be members of the community of Aston All Saints School, which they leave as thoughtful, caring and very considerate young citizens, well prepared for the next stage of their education. Parents and carers wholeheartedly expressed the same view.

Leadership and management

Leaders at all levels are determined to secure continuing improvement. Professional training for teachers, support and administration staff is used well to drive this improvement. Members of the senior leadership team provide good models as classroom practitioners in this open-plan school. Self-evaluation is accurate and staff are clear about what needs to be done to raise attainment further. The school actively seeks close links with parents and carers in order to involve them more in their child's education. Recent training on internet safety was well attended and of benefit to pupils and adults alike. Good teaching, combined with staff knowledge and enthusiasm, and thoughtful shared leadership, give the school good capacity to continue to improve.

Governance is good. The governing body and school leaders ensure the effective promotion of equality of opportunity, and they ensure that all necessary safeguarding requirements are met. They know the school's strengths and weaknesses well, give generously of their time in supporting the school's activities, and work hard to maintain the school's Christian values. The curriculum is good. Its blend of the traditional academic subjects such as English, mathematics and science alongside high quality art, music and a modern foreign language, meets pupils' needs well. Visits to places of interest are used to spark interest in a particular topic to be studied. For example, four-day residential visits for Year 5 to Filey are used to inspire art and writing around geography and history, while visits to local supermarkets and specialist food stores are used to raise pupils' awareness of other cultures prior to a whole-school Asian food day. An outstanding feature of the curriculum is the range of opportunities it provides for pupils' spiritual, moral, social and cultural development. Pupils are remarkably tolerant and supportive of each other, making patient allowances for differences in age, gender and ability, and celebrating achievement spontaneously.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

Inspection of Aston All Saints CofE (A) Primary School, Sheffield S26 2BL

Thank you for making us very welcome when we inspected your school. We enjoyed visiting you in your lessons and joining you at lunchtimes. You go to a good school. These are some of the best things about it.

- You make good progress through the school and reach above average attainment by the end of Year 6 because teaching is good.
- You make a good contribution to the school community by taking on many different types of responsibility.
- You read and write well about many different things.
- You enjoy lessons and are very considerate when others are speaking.

To help you to learn even more, we have asked the adults in the school to make teaching even better by:

- always setting work which is neither too easy nor hard for any of you.
- marking your books to give you clear guidance about how to improve.

You can help by always trying your best, thinking hard and continuing to enjoy and attend school. Best wishes for the future.

Yours sincerely

Terry McDermott
Lead inspector

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