

All Saints CofE (C) Primary School

Inspection report

Unique Reference Number	124270
Local Authority	Staffordshire
Inspection number	359622
Inspection dates	15–16 February 2011
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Beverley Parker
Headteacher	Charlene Gethin
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed five teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Fifty-eight questionnaires from parents and carers were returned and scrutinised by the inspection team, who also spoke with a number of parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency with which pupils make progress in English and mathematics across the school.
- The way teachers use information from assessment to help pupils make progress in their learning.
- How effective the strategies put in place by school's leaders are in raising standards.

Information about the school

The school is smaller than average. Children in the Early Years Foundation Stage are taught in one class and there are three other classes of mixed-age pupils in Key Stages 1 and 2. Most of the pupils are from White British backgrounds; the number from minority ethnic groups is increasing each year. The proportion of pupils known to be eligible for free school meals is below average. The current proportion of pupils with special educational needs and/or disabilities is below average, with most of these pupils having either moderate learning difficulties or behavioural, emotional and social difficulties. The school has recently gained a number of awards, including Activemark and the Foundation International Schools Award, and has achieved national Healthy Schools status. The school has undergone a period of instability in staffing over the last four years. The on-site breakfast and after-school clubs are managed independently are subject to separate inspections.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

All Saints is a good school that serves its community well. The school is a safe and caring environment with a happy atmosphere in which pupils grow into confident and mature young people. Parents and carers are very pleased with the quality of education the school provides. Typically, one parent or carer wrote, 'I am extremely happy with the school and the way it is led. The headteacher is very approachable and sorts out any problems quickly and thoroughly. The children love her and she manages discipline effectively. There is not one aspect of the school with which I am unhappy'.

Since the last inspection the school has improved pupils' progress and achievement, the provision for the curriculum, and the quality of teaching and learning. The school's robust use of its tracking system to identify quickly any pupils making slow progress is helping to improve outcomes. Recently the school has experienced some staffing difficulties during which pupils' progress slowed. Now that staffing is stable, the school has successfully tackled this underachievement through effective improvement plans and the determined leadership of the headteacher. As a result, progress and achievement are good and improving. Good progress is particularly evident in the Reception class, Key Stage 1 and in Year 6. The curriculum is good. Attainment, which has been low in recent years, is now average. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. Leaders' very rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. Their subsequent actions have brought about significant improvement. This leadership record shows the school has a good capacity to improve further.

There are many signs that teaching and learning have improved as a result of focused professional development for staff. Teachers plan interesting and relevant work that leads most pupils to make good progress. As a result, relationships are strong and pupils have positive attitudes to their work and try hard. Teaching assistants make a valuable contribution to learning through the well-timed use of their expertise in supporting those who need help with literacy and numeracy. This is most evident for pupils with special educational needs and/or disabilities and pupils who speak English as an additional language. Many good lessons were seen across the school. Occasionally teaching is satisfactory. This is because teachers do not always plan work that matches closely the needs of different pupils in the class. The quality of marking is good, is regular and up to date, and accurately reflects the school's rigorous requirements. Opportunities for pupils to reflect on their achievement are infrequent, which means that not all of them recognise clearly what it is they need to do to improve the quality of their work.

Pupils are cared for very well in school and feel safe. They really enjoy lessons, school clubs and meeting friends. The interest and challenge that the curriculum provides, especially for the boys, is promoting accelerated progress. For example, a current whole-

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school project on the universe and space travel, and the regular use of computers and games across the school, engage them well. Pupils share a range of religious festivals, which gives them a developing insight into the diversity of British culture. Almost all pupils come to school regularly, making attendance above average.

What does the school need to do to improve further?

- Improve teaching so that the level of challenge and progress in lessons is consistently good, by setting work that closely matches the needs of each pupil so they are challenged fully.
- Raise attainment by increasing the frequency that pupils reflect on their achievement so that they recognise clearly how to improve their work.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those with special educational needs and/or disabilities who receive regular additional support, enjoy learning, and their achievement is good. The progress of boys has accelerated and they now make the same progress as the girls. Children start Reception with skills below those expected nationally for their age. Pupils who are at the early stages of acquiring English make rapid gains in the language because of the expert help they receive from staff. The learning observed in lessons was almost always good and occasionally satisfactory. Pupils are keen to learn, try their best and take pride in their work. Their research and planning skills are quickly improving and many are becoming proficient at managing their own learning. Pupils enjoy discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. This was seen when younger Key Stage 2 pupils were enthralled by the imagery in a story, and identified alliteration, onomatopoeia and personification correctly. Talking with partners and working in groups, pupils were able to use these devices to rapidly plan a class poem that they rehearsed at the close of the session. However, occasionally pupils find their work either too hard or too easy and this slows their progress.

Pupils are confident that the rare cases of bullying will be quickly resolved by the school. They know precisely how to keep themselves and others safe. They do their best to eat a healthy diet and take plenty of exercise, and this is reflected in the school's national recognition in this area. Pupils are keen to take responsibility and enjoy working to improve the facilities outside, for example, the school council regularly passes its views to the governors. Older pupils act as play leaders with younger children at playtimes. Pupils collect generously for charity. Positive attitudes, opportunities to understand finance, and rising standards in the basic skills mean pupils' preparation for secondary school and future work is good. Pupils reflect maturely on their own feelings and those of others, for example through the study of how to deal with family bereavement. A strong moral code supports their good behaviour. Pupils work productively in teams. These opportunities contribute effectively to their good spiritual, moral, social and cultural development.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have developed skills that enable them to plan interesting and relevant work that engages pupils well. Generally, they are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as electronic whiteboards, to develop learning. The impact of this strengthening of teaching was evident in the good progress made by Year 6 pupils in 2010. In Years 1 and 2, teachers' questions and the tasks they set really make pupils think. The challenge provided by teaching is inconsistent in Years 3 to 4. Pupils have an improving understanding of their challenging targets.

The curriculum supports aspects of pupils' academic and personal development well. Half-termly cross-curricular topics provide pupils with good opportunities to develop creative skills, knowledge of the world and pursue personal interests. Recent changes to the English and mathematics curriculum, to guide learning more actively, have given these subjects greater appeal, especially to the boys. The school exploits the rich resources found within its boundaries to extend opportunities to study the natural world. A good range of well-attended clubs and many educational visits, including a residential stay at Laches Wood, add to pupils' enjoyment of school and widen their horizons.

Staff use their detailed knowledge of each pupil expertly to provide them with outstanding pastoral care. Pupils with a concern turn confidently to an adult knowing that it will be resolved quickly. The tracking of academic progress gives accurate information that

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teachers use successfully to give individual support. This enables teachers to provide effective support for pupils who are falling behind and help them catch up. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is effective. It works closely with many external agencies to promote pupils' education and welfare. The very good attendance figures over recent years shows that the school's hard work with pupils, parents and carers to sustain high attendance is proving successful.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders, particularly the headteacher and the Chair of the Governing Body, articulate clearly to staff their ambitious targets and their plans to make the school better. The English and mathematics subject leaders take a high level of responsibility for checking standards in their areas and ensuring they are improving. Leaders have accurately identified needs and have provided successful training that has sharpened teachers' skills. One example of this is teachers' better understanding of how to make English and mathematics lessons interesting and relevant. Governance is good and the governing body is very supportive of the school. Governors' good understanding of data means that they are able to challenge the school over its performance and rigorously hold leaders to account. Through links with subjects and staff, the governing body has an up-to-date view of what is happening in the school and this is helping to improve provision.

Regular homework and the valuable help and advice given to parents and carers are examples of the school's support for parents' and carers' involvement in their children's education at home. The school puts its commitment to equal opportunities at the centre of its ethos and the success of its plans to remedy previous gender differences in progress shows that its policies are having a good impact. The thorough way that the school carefully checks the progress of different groups of pupils reflects its strong commitment to promoting equal opportunities and tackling discrimination. Safety and safeguarding are a high priority. Safeguarding is a matter that the governors discuss at each of their meetings to ensure the rigour of its provision. The school makes rigorous checks on the suitability of adults to work with pupils. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The school is a happy and harmonious society in which pupils from all backgrounds integrate well. It promotes community cohesion well in the local area and there are many notable successes. For example, at the Space Camp parents, carers and volunteers supported the school in extending the pupils' experience of the night sky. Pupils see themselves as members of

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the community through their work with the local council. It is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Muslim and Christian worship. The school supports pupils' understanding of diversity by developing links with a school on the coast of southern Italy.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Boys and girls make similarly good progress in all areas of learning because teaching is good. Most children enter the school with levels of attainment below those expected for their age and most of them reach average levels by the time they start Year 1. Children are well-behaved and polite to each other and to adults, and their personal development is good. Parents and carers feel well-informed about their child's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the classrooms and stimulating outdoor learning area.

Teachers' good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promotes good learning. Children were seen to build on prior learning about 'Goldilocks and the Three Bears' when they were taken on a walk to adjacent woodland. Adults pointed out important natural features that stimulated speaking and listening. Children concentrated well and enjoyed learning outside the school environment. Photographs taken on the trip helped to construct a story board from which children read, practising letters and sounds before new sounds were introduced. Children's progress was noted by the teacher as part of planning for individual's next steps in learning. In a free choice session outside, a group of five boys happily tossed balls at numbered skittles, improving their appreciation of number, their gaining of independence and their skills of collaboration. Occasionally learning slows when the many resources make the area for learning too cramped.

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The training provided for adults who work in the Early Years Foundation Stage is promoting their teaching skills well. Leaders are correctly working hard to fine tune assessments to make planning more precise so that children's progress is even better.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response was high with over half of the parents and carers returning a questionnaire. These showed they are very happy with the quality of education the school provides. Many added positive comments about how much their children enjoy school and how confident they are about their children's safety. Many parents and carers said they believe the headteacher leads the school well and that teachers are welcoming and approachable. Inspectors endorse these positive comments. A small number of parents and carers wrote that they have concerns about poor behaviour at the school. Inspectors explored these concerns and found that behaviour is managed well by staff and that is it good in lessons and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE (C) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	64	20	34	1	2	0	0
The school keeps my child safe	45	78	13	22	0	0	0	0
My school informs me about my child's progress	32	55	24	41	2	3	0	0
My child is making enough progress at this school	23	40	33	57	2	3	0	0
The teaching is good at this school	27	47	30	52	1	2	0	0
The school helps me to support my child's learning	27	47	29	50	2	3	0	0
The school helps my child to have a healthy lifestyle	27	47	31	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	45	28	48	1	2	0	0
The school meets my child's particular needs	25	43	31	53	2	3	0	0
The school deals effectively with unacceptable behaviour	25	43	23	40	9	16	0	0
The school takes account of my suggestions and concerns	25	43	29	50	1	2	0	0
The school is led and managed effectively	29	50	27	47	1	2	0	0
Overall, I am happy with my child's experience at this school	30	52	26	45	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



17 February 2011

Dear Pupils

Inspection of All Saints CofE (C) Primary School, Burton-on-Trent DE13 9RW

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed hearing you sing the school song 'Hand in Hand Together We Can', with such enjoyment in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. All Saints is a good school and it is improving. Here are some of the things we found out:

Your teachers ensure that you get off to a good start in Reception.

You told us you enjoy school and feel very safe and secure.

You try your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting lessons, clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working hard to make the school get better.

We have asked the school to do two things to help you do even better in your learning:

Make sure teachers always provide you with work that is neither too hard nor too easy, so that you make better progress.

Provide you with regular time to consider what you have learnt so that it is clear how you can make it better.

All of you can help the school by continuing to try your best in lessons, behaving well and supporting your classmates. We wish you all the best in the future.

Yours sincerely

Andrew Stafford

Lead inspector

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