

# All Saints CofE (C) Infants School

Inspection report

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<b>Unique Reference Number</b>	124302
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359631
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	Ken Buxton HMI

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Ashford
<b>Headteacher</b>	Gillian Reynolds
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Bourne Avenue Stafford ST18 9JU
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector visited ten lessons taught by two teachers. The inspector held meetings with the headteacher, representatives from the governing body, staff, pupils and a group of parents and carers. The school's work was observed and various documents, including the development plan, progress reports, minutes of governing body meetings and records of pupils' progress, were scrutinised. Questionnaires from 21 parents and carers were analysed and taken into account.

The inspection reviewed many aspects of the school's work. It looked in detail at the following.

- ( What impact have the school's intervention strategies had on narrowing the attainment gap between girls and boys?
- ( How good is the capacity of the school's leaders to bring about further improvement, given that the headteacher has a high teaching commitment?

## Information about the school

This school is much smaller than average. It serves a mainly rural community. Currently, all pupils are White British and none is from a minority ethnic group. The proportion of pupils known to be eligible for free school meals is much lower than average as is the percentage of pupils having special educational needs and/or learning difficulties. Pupils are taught in mixed age classes. During the inspection, the Early Years Foundation Stage class was taught by a supply teacher.

The school holds the following awards: Activemark and Financial Management Standards in Schools. It also has National Healthy School Status.

**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

This is a good school, which provides a good quality of education for its pupils. It has some outstanding features. Pupils make good progress and do well at the school. This is because the level of care and support pupils experience is excellent and they feel valued and known as an individual. Pupils enjoy being at school and often talk readily to their families about what they have been learning. They have taken to heart the importance of leading a healthy life and often explain to their families about how they should be eating five pieces of fruit a day. Parents and carers are unanimous in agreeing that this is, 'a gem of a school' and talk about feeling proud and privileged that their children attend.

Pupils' achievement is good, and attainment is often above average. This is because of the good quality teaching and the high level of attention each pupil receives. Overall, girls generally outperform boys and attain higher standards in reading, writing and mathematics. Teachers plan lessons carefully and often take account of pupils' different abilities and starting points. However, on some occasions, pupils of different ages in the same class are expected to tackle the same activity, as not enough attention is given to tailoring the work more precisely to their needs. Similarly, pupils' different learning styles are not always taken fully into account. Pupils behave exceptionally well and no learning time is lost. Teachers are very responsive to pupils' interests and use opportunities well to engage pupils' enthusiasm. For example, during the inspection, Nursery and Reception children spent time outdoors looking at how a cold and frosty morning changes nature, in preparation for their learning activities.

The school's leaders have addressed the previous inspection's recommendations successfully. For example, the quality of pupils' writing has improved since the last inspection, as has the quality of marking, which is consistently good across the school. In addition, last year's temporary staffing situation has been resolved successfully. These improvements make clear that the school has a good capacity for improvement. The headteacher is the lynch pin in the school's success and future development. She is highly respected for her teaching role and for the high standard of her leadership and commitment to the school. The governing body provides a satisfactory level of support through its oversight of the school's work, but it does not play an active role in setting or supporting priorities or monitoring how well they are implemented and their impact on pupils.

## What does the school need to do to improve further?

- Improve pupils' attainment, so that by the end of Key Stage 1 it consistently exceeds the national average by:

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- taking greater account of pupils' learning styles and narrowing the attainment gap that exists between girls and boys
- ensuring work in lessons is appropriately matched to the needs of different age groups within the class.
- Further increasing the effectiveness of the school's leadership and management through greater involvement of the governing body in leading, monitoring and evaluating the impact of improvement strategies on pupils' outcomes.

## **Outcomes for individuals and groups of pupils**

**2**

In the vast majority of lessons seen, pupils were working at or above the levels expected and making good progress. When children begin their Reception Year, they have developed skills that are typical for their age and sometimes slightly higher than average. Pupils, including those with special educational needs and/or disabilities, make good progress each year. By the end of Year 2, pupils' attainment is often above average and achievement is good. Standards in 2010 were above those achieved in previous years, and high when compared to the national average, for both reading and writing. Girls' attainment in all subjects is often higher than that of the boys.

Pupils enjoy school and display positive attitudes to learning. Behaviour in and around the school is excellent. Pupils feel very safe and valued at school, because of the high level of care and personal attention they receive. Parents are very appreciative of the school's efforts and the high degree of care taken to ensure pupils' safety.

Pupils speak knowledgeably about the importance of keeping healthy by engaging in regular exercise, eating sensibly and taking precautions to avoid over exposure to the sun. They willingly engage in physical education activities, including regular swimming and multi-skills sessions that promote an interest in a wide range of different sports. Their excellent efforts have been rewarded through gaining National Healthy School Status.

Strong links with the local community and the church help to promote pupils' good spiritual, moral, social and cultural development. Pupils are increasingly aware of living in a diverse society and talk readily about making friends with pupils from different ethnic backgrounds who attend a school in Walsall. They willingly take on responsibilities and enjoy opportunities to influence the school's development, including determining the redecoration colour scheme.

Pupils' positive attitudes to school are reflected in the above average levels of attendance. By the time pupils transfer to their next school they have developed the necessary academic and social skills and are prepared well for their new challenges.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

The quality of teaching is good. Lessons motivate and engage pupils' interests. This is because many of the planned activities ensure pupils are challenged at an appropriate level. Pupils are encouraged well to develop their writing skills. Themes are chosen carefully but, on occasions, not enough attention is given to ensuring activities appeal equally to both boys and girls. There is a good emphasis of ensuring pupils present their work well. Much of the learning takes place through active involvement, which provides pupils with good opportunities to develop their understanding of key ideas through practical activities. For example, in a science lesson, Year 1 and 2 pupils developed a good understanding of electricity through their investigation of electrical circuits. Teachers have high expectations of pupils and act as positive role models for pupils to emulate. Support staff make a good contribution to the quality of lessons by working with and supporting groups of pupils well. They play an active role in planning activities, setting homework and marking pupils' work. The quality of marking is good. Comments are written clearly to praise good quality work and explain how improvement could be made.

The curriculum is organised well to support pupils' development. It is enhanced through the teaching of French, which pupils enjoy. They respond well to answering the register in French and enjoy putting their learning to good practical use. The variety and number of after school clubs provide pupils with good opportunities to extend their learning.

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Staff provide an excellent level of care, guidance and support and know each individual very well. Relationships are excellent and pupils feel very comfortable talking to adults.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school's self-evaluation is largely accurate at judging how well the school is performing. The school leaders have tackled the previous inspection report's recommendations successfully and, as a result, pupil outcomes have improved. The headteacher has an accurate picture of the quality of teaching across the school and knows that it can be improved further by matching work more accurately to pupils' needs. The current school development plan is based on appropriate improvement priorities to raise pupils' outcomes. The headteacher is the key person driving the majority of the priorities. The governing body does play a role in setting key priorities, but has not taken a strong enough lead for the implementation, monitoring and evaluation of the school's improvement activities.

The school's systems for safeguarding are good. Staff are clear about their roles and responsibilities, which adds to the pupils' sense of safety and well-being. The school is inclusive and promotes equal opportunity well. Pupils are taught to develop respect for themselves, others and the wider community. For example, the school has taken action to promote community cohesion by developing links with schools in contrasting localities. The recent visit to a school serving a diverse ethnic community proved very successful at helping pupils to develop an understanding of people's similarities and differences.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The school's induction programme works well and helps children to settle quickly and adjust to school routines. Adults working in the Nursery and Reception classroom have a good knowledge and understanding of the learning and welfare requirements for the Early Years Foundation Stage. Children's progress is monitored carefully through regular and accurate assessments. The carefully structured induction programme ensures that children quickly begin to learn and make progress. The classroom is organised well to make good use of all the available space. Good opportunities are made to maximise learning by using the outdoor space. Adults take good care of the children to ensure they are supported and protected. As a result, children's behaviour is excellent. The good range of learning experiences ensures that children are provided with stimulating activities that interest and excite them. Consequently, they make good progress and their attainment is often at or above that expected for their age by the end of Reception, ensuring that they are prepared well for Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

The response to the questionnaire was higher than average. Responses were extremely positive and very supportive of the school, with almost all in total agreement that the school is providing a good education. There was only a very small number of individual concerns that were not borne out by the inspection evidence.

## 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) Infants 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 inspector received 21 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	6	29	0	0	0	0
The school keeps my child safe	16	76	5	24	0	0	0	0
My school informs me about my child's progress	10	48	10	48	1	5	0	0
My child is making enough progress at this school	11	52	9	43	0	0	0	0
The teaching is good at this school	11	52	10	48	0	0	0	0
The school helps me to support my child's learning	10	48	8	38	0	0	0	0
The school helps my child to have a healthy lifestyle	11	52	9	43	1	5	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)	9	43	9	43	1	5	0	0
The school meets my child's particular needs	11	52	10	48	0	0	0	0
The school deals effectively with unacceptable behaviour	12	57	8	38	1	5	0	0
The school takes account of my suggestions and concerns	12	57	8	38	1	5	0	0
The school is led and managed effectively	10	48	11	52	0	0	0	0
Overall, I am happy with my child's experience at this school	11	52	10	48	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2010

Dear Children

**Inspection of All Saints CofE (C) Infants School, Stafford, ST18 9JU**

You may remember that I visited your school recently. I really enjoyed my two days with you. I particularly enjoyed seeing you learn new things and the amount of pleasure you get from school. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what I found out.

After watching all of you learning in lessons, looking at your work and talking to staff and members of the governing body, it was clear that you go to a good school and receive a good education.

The good things about your school are listed below.

You feel exceptionally safe at school.

You receive excellent support, which helps you to make good progress.

You enjoy being at school and learning new things.

Your behaviour is excellent, both in lessons and outside on the playground.

The headteacher and staff take very good care of you and help you to do well.

You have an excellent understanding of why it's important to eat healthily and to take regular exercise.

Working with your headteacher, we agreed that the following actions would help your school to do even better.

To help all of you to do as well as possible we want the teachers to support the boys to do as well as the girls.

We have asked that the governing body takes a more active role in helping the school to become even better.

You can help by continuing to work hard.

With my very best wishes for your future at All Saints CofE (C) Infants School.

Yours sincerely

Ken Buxton

Her Majesty's Inspector

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