

All Saints CofE (C) First School

Inspection report

Unique Reference Number	124256
Local Authority	Staffordshire
Inspection number	380845
Inspection dates	5–6 December 2011
Reporting inspector	Georgina Beasley

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Sarah Davies
Headteacher	Andrea Kenny
Date of previous school inspection	17 June 2009
School address	School Lane Church Leigh Stoke-on-Trent ST10 4SR
Telephone number	01889 502289
Fax number	01889 502406
Email address	headteacher@allsaints-leigh.staffs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. Inspectors observed nine lessons taught by three teachers. Inspectors held meetings with groups of pupils and staff and representatives of the governing body. They observed the school's work, and looked at progress data, assessment information, pupils' work in English, mathematics and science, safeguarding procedures, improvement plans and monitoring reports. Inspectors received and analysed 32 questionnaires from parents and carers, 14 from pupils and six from staff.

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

- Does teaching challenge more-able pupils to help them reach above average levels of attainment at the end of Reception, Year 2 and Year 4 in writing?
- What opportunities exist for pupils to make a positive contribution to the communities beyond the school and village?
- How effectively does the school ensure staff have the expertise required to sustain improvement?
- How effectively does the school meet the needs of Reception children when they are taught with Years 1 and 2?

Information about the school

All pupils who attend this very small village school are White British. All year groups are small. The proportion of pupils known to be eligible for free school meals is well below average. The school has a below average proportion of pupils with special educational needs and/or disabilities. There are two classes in the mornings and three in the afternoons. Reception children are taught with Years 1 and 2 in the morning and with Nursery children in the afternoon. The school has Healthy Schools status, Level 1 Dyslexia Friendly Status and Silver Primary Science Quality Mark. A breakfast club managed by the governing body runs daily.

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 CE First School is a good school. The headteacher has built a strong team of teachers and support staff who have created an environment where pupils learn confidently. As one parent said, 'All Saints provides a happy environment where all pupils thrive.' Relationships are very positive. Staff, pupils, parents and carers, and the governing body are fully involved and focused on driving through further improvement. The new hall and refurbished classrooms and outdoor environments have been carefully planned and organised to meet pupils' varying learning needs.

The governing body is rigorous in ensuring pupils' safety and well-being. Safeguarding arrangements are comprehensive and followed consistently by all adults. All pupils said that they feel safe in school. Behaviour is consistently good and pupils are confident that the very few minor infractions are sorted out quickly by an adult. Pupils make a good contribution to the school and village communities. For example, they valued being asked to take part in interviews for a new vicar and in creating a sensory garden at the church. Their contribution to the global community is good. Pupils raise considerable funds for worldwide charities and are waiting for a reply from a school in Kenya with which the school has set up links.

The school's good capacity to improve is reflected in the school's accurate self-evaluation and successful actions to secure pupils' good achievement. All pupils make good progress from their starting points, including those with special educational needs and/or disabilities. Pupils identified with dyslexia make good progress in their literacy because of the specific support and guidance they receive to sequence letter sounds to read and spell words accurately. Attainment is above average at the end of Reception, Year 2 and Year 4. Attainment is improving across the school as a result of good teaching and a rich and interesting curriculum. Children in the Reception Year learn well and make consistently good progress when they learn with Nursery children in the afternoons. Progress is sometimes satisfactory rather than better when they complete adult-led tasks when they learn with Years 1 and 2 in the mornings.

Leadership and management are good. Improved staff expertise has helped the school to successfully tackle weaknesses in science identified in the previous inspection. Attainment has risen significantly in the subject, especially for more-able pupils. The great majority of pupils reach at least average levels in their writing. The number reaching above-average levels at the end of Reception and Years 2 and 4 is lower than in reading, mathematics and science. This is because planned tasks do

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

not always enable more-able writers to extend their ideas, to decide for themselves how to set out their writing and to try spellings first without support from an adult. Teachers use assessment information well to plan focused tasks and activities that meet different abilities and interests. When pupils complete these at the same time, adults have difficulty checking that tasks are not too easy or too difficult and in giving all pupils the targeted support and challenge they need to extend their learning.

What does the school need to do to improve further?

- Strengthen teaching to ensure that:
 - learning is always organised to give adults quality time to work with pupils on targeted knowledge and skills
 - teachers check how well pupils are doing during lessons and adjust tasks when found to be too easy or too difficult.

- Ensure teachers use assessment information to plan tasks and activities that give more-able pupils relevant opportunities to extend their writing skills.

Outcomes for individuals and groups of pupils**2**

Children start in the Nursery with knowledge, skills and abilities within the bands expected for their age although, due to the small cohorts, this can vary each year. The learning and progress of all pupils are good. Attainment is above average in reading, writing, mathematics and science at the end of Year 4. Pupils with special educational needs and/or disabilities are helped to develop strategies that help them to overcome their difficulties. As a result, they make good progress and many reach at least the levels expected for their ages by the end of Year 4. Pupils have good problem-solving skills. In science, pupils plan and carry out scientific investigations independently to find answers to their questions. Pupils in Years 1 and 2 explained why they had sorted pictures into the sets that they had because they had decided this for themselves. In mathematics, pupils enjoy investigating numbers, such as finding numbers and their doubles to help them calculate totals quickly and accurately. Pupils apply themselves diligently to their learning and are keen to do well. In a good mathematics lesson, Year 4 pupils rose to the challenge of cracking codes to find out which character had committed a crime. Year 3 pupils used coordinates to locate on a grid which route Santa had to take to deliver all his presents.

Good spiritual, moral, social and cultural development ensures pupils' ability to reflect on their own and others' actions and to openly debate moral issues. Pupils take part in numerous school and village events and play an active role in decision making through the school council and assemblies. Risk assessments are shared before all trips and visits so that pupils are able to take responsibility for their own safety. They take responsibility for their own learning, including referring to targets during lessons to check their work and responding to teachers' guidance on how to improve. Good

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

opportunities to play sport against local teams and to take part in special curriculum days at local schools build good social skills. Pupils have a good knowledge and respect for their own and others’ cultures and religions. Each day, almost half of pupils on average enjoy school lunches, which are cooked to order and are healthy and nutritious. All pupils enjoy a fruit or vegetable snack in the afternoon. All pupils in Years 2, 3 and 4 swim weekly, and over 75% take part in extra-curricular sport. Pupils enjoy school and their attendance is good.

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	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
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

How effective is the provision?

Pupils know how well they are doing and what they need to do next to improve because they are constantly involved in reviewing their own learning and identifying next-step targets. Teachers use a range of methods to keep pupils interested and to develop their good problem-solving and enquiry skills. Every lesson has a precise learning intention for different ability groups which is consistently shared with pupils so that they know what they are learning and why. Planned activities and tasks do not always enable pupils to reach their full potential, however, when they ask pupils to complete them in a certain way and to a certain level. Pupils enjoy writing because of the range of interesting opportunities offered, such as describing how children must have felt before being evacuated during the Second World War. The use of writing frames occasionally prevents more-able writers from writing at length or showing what they can do, especially in the younger classes.

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

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

The curriculum extends pupils’ learning and personal development well through a varied range of themes, visits and visitors. Pupils enjoy special curriculum weeks and days, including those when they learn with pupils from other local schools. This enriches learning in a number of subjects and enables pupils to apply their literacy, numeracy and information and communication technology skills across the curriculum. Pupils particularly enjoy science because they investigate scientific questions which they usually identify themselves. In recognition of good provision, the school has received a Silver Primary Science Quality Mark since the previous inspection.

The local dyslexic centre has provided the school with numerous successful ideas for teaching reading and writing which have benefitted the learning of pupils diagnosed with dyslexia and for other pupils experiencing difficulties from time to time. A well-organised transition programme gives Year 4 pupils opportunities to visit the middle school for special curricular days and events. As a result, they all feel confident about the move to the next school. The breakfast club gives pupils who attend a positive start to the school day. Pupils know adults care and feel that their views are valued because they say ‘adults listen to us’.

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?

There have been several significant improvements since the previous inspection due to the clear vision of the headteacher and purposeful leadership and management from the whole staff team. A new school hall has enhanced provision for physical education and the outdoor space promotes learning for all pupils, but for Nursery and Reception children in particular. Pupils’ progress is tracked closely and any dips in performance tackled straightaway so that pupils quickly regain the momentum to make good progress. Due to small cohorts, pupils’ progress is tracked individually and effective support is provided quickly for all pupils, including those with special educational needs and/or disabilities. The school makes sure that all pupils have equal access to activities and learning. It promotes a positive ethos where all discrimination and lack of respect to others’ are tackled immediately.

The governing body has an accurate view of the school’s performance and asks the school challenging questions when pupils’ progress slows. Rigorous vetting checks for staff, volunteers and visitors and good monitoring of procedures, including first aid,

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

ensure pupils’ safety and well-being. A notable strength of safeguarding arrangements is the awareness pupils have of the need to identify any risks, for example in planning school trips. Regular surveys of parental views promote the very positive relationships with parents and carers, who give strong support at school events. High attendance at the numerous workshops helps them to support their children’s learning at home. Partnership with the local consortium of schools enriches curriculum opportunities for pupils and promotes community cohesion effectively. The school has active links with schools in Uttoxeter and Kenya which are enabling pupils to learn about national and global communities from first hand experience. The positive partnership with the church and village promote pupils’ good spiritual, moral, social and cultural development.

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

Children make good progress from their starting points, whether they start at the beginning of Nursery or the Reception Year. Due to good teaching and an engaging curriculum, most children exceed the levels expected for their age in all areas of learning by the end of the Reception Year. Good leadership and management of the way that learning is organised and targeted have resulted in good improvement since the previous inspection and gives children a strong starting point for learning in Year 1. Assessment information is used to plan activities that respond well to the children’s ideas and interests, especially when Nursery and Reception learn together in the afternoons. ‘My child loves coming to school’ was one of many comments that reflect the children’s enjoyment of learning. The recently enhanced and well-organised indoor and outside learning environments give children designated spaces in which to learn, and easy access to resources, toys and equipment.

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

Learning is particularly good when children plan how they will learn. At these times, every child is quick to get involved in activities and keen to develop their ideas. For example, a group of boys was busy building a chimney for Santa to climb down so he could deliver presents to school. Other children were writing wish lists of gifts they wanted Santa to deliver, and selling and buying items from the classroom shop. Adult-led activities sometimes limit learning, usually in the mornings and when children complete the same task at the same time in the same way. For example, an adult-led task asked all children to identify how many pennies are needed to make amounts of money up to six pence. When given the opportunity afterwards, one child made a purse to hold the coins and, with support, was able to count out different amounts using coins other than pennies. Similarly, when writing individual instructions for making toast, the adult had difficulty giving every child quality time to extend their writing skills. More-able writers did not have the opportunity of trying spellings for themselves before being given the word to copy.

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

An above-average proportion of parents and carers returned a questionnaire. The inspection endorses the positive views of the very large majority and, especially, that their children enjoy school and that they feel safe. Numerous positive comments praise the school and, particularly the leadership and management, the good teaching and the individual support given to meet each child’s needs. A very small number of parents and carers feel that the school does not take enough account of their suggestions and concerns. The school holds regular surveys and always gives feedback on why some suggestions have or have not been followed up. A number of other parents and carers cite examples when suggestions have been ‘taken on board and acted upon’.

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) First 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	84	4	13	0	0	0	0
The school keeps my child safe	26	81	4	13	0	0	0	0
The school informs me about my child’s progress	23	72	7	22	1	3	0	0
My child is making enough progress at this school	22	69	8	25	1	3	0	0
The teaching is good at this school	23	72	7	22	1	3	0	0
The school helps me to support my child’s learning	22	69	8	25	1	3	0	0
The school helps my child to have a healthy lifestyle	24	75	7	22	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)	20	63	8	25	0	0	0	0
The school meets my child’s particular needs	23	72	8	25	0	0	0	0
The school deals effectively with unacceptable behaviour	21	66	6	19	0	0	0	0
The school takes account of my suggestions and concerns	22	69	7	22	1	3	1	3
The school is led and managed effectively	23	72	7	22	0	0	1	3
Overall, I am happy with my child’s experience at this school	25	78	6	19	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.



7 December 2011

Dear Pupils

Inspection of All Saints CofE (C) First School, Stoke-on-Trent, ST10 4SR

Thank you for your warm welcome when we visited your school recently, and to those of you who completed a questionnaire and who talked to us about your learning. Nearly all of you told us that you enjoy school for lots of reasons but, especially, the clubs, visits and special days and weeks that are organised. You particularly remember the science days and when you built dens and made fires. More importantly, you know when it is and is not safe to do this.

All Saints is a good school. You all behave well and you get on well together, which makes your school a safe and friendly place to be. We agree with you when you say that your teachers and adults care about you and help you to learn. You make good progress because teaching is good. You all try hard to do your best work, and this supports your good learning in lessons. You know how important it is to keep fit and eat healthily, and you enjoy swimming every week. You make a positive contribution to the school and village communities and are looking forward to receiving letters from Kenya.

The school makes sure that learning is enjoyable by thinking carefully about your interests when planning lessons. We have asked your headteacher to check regularly that adults have the time to help you all on targeted knowledge and skills and to check how well you are doing during lessons to make sure tasks are not too easy or too difficult. We have also asked teachers to plan tasks and activities that give more-able pupils a chance to extend their writing skills.

You can help by continuing to try your best in lessons, telling teachers when you find the tasks too hard or too easy and by showing teachers that you can write some things for yourselves without too much guidance and support. Thank you again for your welcome.

Yours sincerely

Georgina Beasley
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**