

All Saints CofE (A) Primary School

School Lane, Bednall, Stafford, ST17 0SD

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The work of the headteacher, with good support from a strong staff team and governing body, has led to a number of improvements and a continuation of the good progress made by pupils.
- The quality of teaching is good, thanks to leaders' thorough and regular checks on the quality of teaching, followed up by effective staff training. Teachers promote learning well and demonstrate good subject knowledge.
- Pupils of all abilities achieve well. Standards at the end of Year 6 are above average in reading and writing and are improving rapidly in mathematics.
- Pupils' behaviour is good across the school. It contributes strongly to the good learning in most lessons and leads to consistently high levels of attendance and punctuality.
- Provision in the Reception class is good and children make a strong start in learning in the Early Years Foundation Stage. They are confident and inquisitive about the world around them and respond well to the range of stimulating activities provided.
- Pupils are treated with respect and as individuals in a supportive and caring atmosphere. As a result, they are considerate and take good care of each other and are welcome and courteous to visitors. Pupils say there is no bullying and school records confirm there have been no recent incidents of bullying.
- Pupils enjoy a good variety of exciting additional activities throughout the school year, often with pupils from other local schools.
- The school accurately evaluates how well it is doing and what needs to be done next in order to improve.

It is not yet an outstanding school because

- Pupils' attainment in mathematics, although improving rapidly, is not yet as high as it is in reading and writing.
- Just occasionally, teachers do not provide work at the right level for all pupils in their mixed-age classes and, in a small minority of lessons, the pace of learning slows after a good brisk start.

Information about this inspection

- The inspector observed eight lessons, of which three were observed jointly with the headteacher or a member of the senior staff.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspection took account of the 24 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including those relating to safeguarding, the school's own data on pupils' current progress, planning and monitoring documentation, and records relating to behaviour and attendance.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools. Most pupils are taught in mixed-age classes.
- The proportion of pupils for whom the school receives the pupil premium, government funding for pupils known to be eligible for free school meals, is well below the national average. There are not enough of these pupils to comment on their attainment without identifying them.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average, although the proportion supported at school action plus or with a statement of special educational needs is broadly in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve further the overall quality and consistency of teaching by ensuring that teachers provide appropriate work for the wide range of ability within each class and that all lessons proceed at an appropriately brisk pace.
- Improve achievement in mathematics by ensuring that all pupils are provided with more opportunities to practise their numeracy and calculation skills in other subjects and more opportunities to experience open-ended problem-solving challenges.

Inspection judgements

The achievement of pupils is good

- Good teaching leads to good progress throughout the school for pupils from all backgrounds and of all abilities. This good progress was reflected in the good quality of learning observed during the inspection and confirmed by the work in pupils' books.
- Children's experiences and skills on entry to the Early Years Foundation Stage vary from year to year but are generally equivalent to those typically found for this age group. Children get off to a good start in the Reception class and make good progress during their first year in school.
- In the Early Years Foundation Stage and in Key Stage 1, pupils quickly learn the sounds letters make to support their writing, as well as the mathematical skills they need to complete simple calculations. In Key Stage 2, pupils continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is above the national average, although attainment in mathematics, particularly at the higher levels, is not as high as it is in reading and writing.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds that they make (phonics). The teaching of reading through daily phonics lessons and guided reading activities continues through all age groups. As a result, pupils throughout the school read confidently and well, and older pupils read fluently and with a good understanding of texts.
- The small number of pupils eligible for the pupil premium make at least as good progress as their peers. Their needs are fully identified and the school uses the funding well to provide carefully matched additional support, for example, through frequent small-group or one-to-one activities. Extra resources are also allocated to ensure that they can join in extra activities made available to other pupils.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.

The quality of teaching is good

- Good teaching enables pupils of all backgrounds and abilities to respond very well and learn successfully during their time in school. Teachers plan their lessons well, sharing with the pupils what is to be learned. In the best cases, teachers explain how pupils can judge successful learning for themselves. This aids their interest and involvement in learning and spurs them on to try hard and learn well.
- Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning. Marking of pupils' work is up to date and, in the best cases, gives pupils clear guidance about how well they have met their learning objectives and how they can further improve their work.
- Teaching and planning for children in the Early Years Foundation Stage are good. Despite the extremely restricted school site, good progress has been made in providing a secure, directly accessible outdoor area for these children, and plans are well advanced for an all-weather cover

to allow its use throughout the year.

- Disabled pupils and those who have special educational needs are taught well. Teaching assistants and other adults provide sensitive and skilled support when needed while encouraging pupils to work as independently as possible.
- Teachers plan their lessons and subjects to include imaginative activities that excite and interest pupils. This helps to promote pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.
- Good links are made between different subjects and to previous learning. In a good literacy lesson in Years 5 and 6, pupils' biographical writing also developed their understanding of the life of Henry VIII and helped to develop their information and communication technology skills. The teacher set a good pace, which was maintained throughout the lesson. Subject vocabulary and key facts were constantly reinforced and activities were changed frequently to maintain pupils' interest. The teacher used questioning skills very effectively to gauge and guide pupils' learning. Challenging tasks, appropriate to pupils' age and ability, motivated and inspired pupils well so that enjoyment and learning were good throughout.
- Teachers are very well supported by a strong team of teaching assistants, who provide good support for groups and individuals within classrooms.
- Strategies for managing the behaviour of pupils are very effective with the result that pupils work in a calm and orderly atmosphere. Pupils work hard and remain on task without the need for constant adult intervention.
- Pupils' progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Regular meetings between the headteacher and individual class teachers about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of how well pupils in their charge are doing and the action they should take to support them and help them to reach their challenging targets.
- Teaching is not yet outstanding overall. The best learning occurs when activities are planned to meet the wide range of abilities within each mixed-age class and learning proceeds at a good pace throughout the lesson. However, occasionally, teachers do not ensure that the work set is appropriately challenging for all groups of pupils and the pace of learning is allowed to slow, often after a brisk start.

The behaviour and safety of pupils are good

- Behaviour is typically good, both in lessons and around the school, and is a major factor in the good progress pupils make in lessons. At times, behaviour is outstanding as was observed in the whole-school awards assembly. Occasionally, pupils' attention wanders when the pace of learning slows.
- The school has an effective system of sanctions and rewards, well understood and supported by the pupils. This system ensures that any poor behaviour is dealt with effectively and promptly.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and say that there is no bullying in the school.
- Pupils say that learning is enjoyable and are enthusiastic about their education. They talk about

how their teachers make lessons 'fun' and greatly appreciate the wide range of after-school activities and educational visits provided. They have very positive attitudes to learning and increasingly good skills for improving their own work.

- Pupils say they enjoy coming to school and this is demonstrated clearly in their consistently high levels of attendance. Pupils in Year 6 said that they will be sorry to leave the school in the summer.

The leadership and management are good

- The headteacher provides strong and determined leadership, and her high expectations are a significant factor in the improvements made and the continuation of the good progress made by pupils. School self-evaluation has correctly identified appropriate areas for further development. Staff are a well-motivated team who demonstrate a shared sense of responsibility and commitment to the school's continued improvement.
- As a result of regular monitoring and support, teaching is now good across the school. Leaders are aware of the need for more teaching to be consistently outstanding. The detailed information about teaching that comes from checks of teachers' work, together with the rigorous tracking of pupils' progress, ensures that planning for improvement is founded on good evidence and accurate data.
- Good leadership and management in the Early Years Foundation Stage ensure that children make a strong start to their learning.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school promotes equal opportunities in all its work. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses.
- Fully supported and monitored by the governing body, the school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils achieve as well as their friends.
- The headteacher works well with the other schools in the locality in sharing ideas on leadership and in providing a range of additional opportunities for the pupils.
- The school provides high-quality care for all its pupils. The small size of the school ensures that families and pupils are well known by school staff. The school's positive relationships with parents and carers and its very good links with a range of partners contribute significantly to improvements in pupils' well-being and achievement.
- There are excellent arrangements to ensure pupils are safe and secure as, for instance, due to the lack of a playground on the school site, they have to walk several hundred metres along the road outside school to reach their playground twice a day or when they travel to other sites and schools. Pupils feel very safe and act very responsibly on these occasions.
- The school is deeply committed to all pupils achieving well, discovering new interests and developing their talents. It is constantly alert to any variation in achievement and is proactive in devising initiatives to overcome any weaknesses.
- Pupils benefit from a good balance of interesting and exciting activities after school and throughout the year. The recent sharp focus on supporting numeracy has been matched by the

introduction of a more imaginative programme of topics. This has had a positive effect on pupils' enthusiasm, progress and ability to work independently.

- The school provides outstanding personal care for its pupils. Pupils learn to reflect on and appreciate their own skills and the skills of others. This approach, together with frequent collaborative work, is very successful in increasing pupils' self-esteem and promoting their spiritual, moral, social and cultural development.
- At the time of inspection, the school had yet to receive its allocation of primary support funding designed to improve provision for physical education in primary schools. However, plans were fully developed for its use and systems are already in place for the evaluation of the provision at some future date.
- Self-evaluation has identified the appropriate key areas for school development. Support from the local authority has been helpful to the school in checking its performance and in training for staff and governors.
- **The governance of the school:**
 - The governing body provides good support and challenge for leaders and managers to ensure that the school improves and moves forward. It plays an active role in the school's self-evaluation, monitoring and improvement processes. It checks that safeguarding is secure and has effectively overseen the arrangements for the use of the pupil premium funding. Governors know what the quality of teaching is across the school and effectively apply the arrangements for relating teachers' performance to pay. It has a good understanding of the data and the comparative performance of the school in relation to similar schools. It knows what is happening in the school, is aware that overall provision is good and is ambitious for the school to improve even further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124329
Local authority	Staffordshire
Inspection number	427097

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	88
Appropriate authority	The governing body
Chair	Alison Primrose
Headteacher	Glynis Yates
Date of previous school inspection	4 December 2008
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