

All Saints CofE (A) First School

Cheadle Road, Leek, ST13 5QY

Inspection dates		13–14 March 2014	
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.

- Pupils make good progress and leave with standards that are consistently well above those expected for their age.
- Pupils with a statement of special educational needs make outstanding progress.
- Teachers give pupils difficult, but achievable, tasks that make them think hard.
- Teachers provide individual pupils with high-quality advice in lessons on how to improve.
- Pupils behave well in lessons; outside of lessons their behaviour is exemplary.
- Procedures for keeping pupils safe are outstanding, especially for those who may be at risk of harm.
- The headteacher is an inspiring leader who has staff, governors and parents all working together to improve the school.
- Checks on teaching by senior staff and governors accurately identify strengths and weaknesses in performance. Subsequent actions are ensuring that the school continues to improve.

It is not yet an outstanding school because

- Not all teachers mark pupils work to the same good standard as others. Some errors and sloppiness in pupils' work are not corrected.
- Several subject leaders are not fully effective in checking and improving the areas for which they are responsible.

Information about this inspection

- The inspectors observed 17 lessons, including three that were seen jointly with the headteacher. In addition, the inspectors listened to pupils reading and analysed the work in their books.
- Meetings were held with staff, pupils, a representative of the local authority and members of the governing body.
- The inspectors took account of the 51 responses to the online questionnaire, Parent View, and spoke to parents during the inspection.
- The inspectors observed the school's work and looked at a number of documents, including: the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance and documents relating to safeguarding.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.

Inspection team

David Driscoll, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- A below-average proportion of pupils are eligible for support through the pupil premium. This is additional funding for pupils who are looked after by the local authority, known to be eligible for free school meals or have a parent serving in the armed forces.
- A number of outside agencies, such as social services, have recommended the school for pupils in need of extra support because of their backgrounds. As a result, the proportion of pupils eligible for support through the pupil premium is rising rapidly as the school educates more pupils who are looked after by the local authority. In addition, the number of children in the Early Years Foundation Stage who are disabled or have special education needs is increasing significantly.
- A new headteacher, who had previously been the acting headteacher, took up post in November 2012.

What does the school need to do to improve further?

- Improve the consistency of teachers' marking to mirror that of the very best so that all pupils have misconceptions and errors pointed out as soon as possible and can take steps to improve the accuracy and presentation of their work.
- Develop the skills of subject leaders so that they play a greater part in monitoring and evaluating teaching and achievement in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with knowledge and skills that are lower than expected for their age. Staff assess them thoroughly and quickly identify those children who have special educational needs or require extra help to make good progress.
- By the end of Reception, children have progressed well in almost all areas of their learning and usually start Year 1 with standards that are broadly average. However, standards are improving each year and children currently in Reception are on track to exceed expectations for their age.
- Good progress continues through Years 1 to 4. Standards are above average by the end of Year 2. Pupils are, on average, at least a year ahead of national expectations by the time they leave the school at the end of Year 4. The most able pupils have already reached the standards expected by the end of Year 6 in reading, writing and mathematics.
- While standards at the end of Year 4 have been consistent, results in Years 1 and 2 dipped in 2013. The tragic death of a very popular Key Stage 1 teacher had a devastating impact on the school, and the pupils taught by the teacher concerned did not make as much progress as others in the school. The school has ensured that the pupils concerned received extra support, and they have made up any ground lost and are making good progress again.
- Pupils enjoy the tasks they are given and are keen to get down to work. They particularly like the way that mathematics is taught, where they have to solve lots of problems. Pupils persevere when the going gets difficult and try to work things out for themselves, rather than asking for help too soon.
- By Year 4, pupils read widely and well. They work out how to say difficult and unfamiliar words, such as 'Mediterranean', and find out their meaning using a dictionary without being prompted. Pupils have a keen interest in current affairs. They discussed, for example, the situation in Ukraine, the missing airliner and the death of Tony Benn with inspectors.
- Disabled pupils and those who have special educational needs make at least as good progress as their peers. Those who have a statement of special educational needs make outstanding progress in both their personal and academic achievements. Parents of children with a statement of special educational needs point to the way that such pupils are included by other children and to the deep understanding that teaching assistants have of their particular needs.
- Children in the care of the local authority and others who are eligible for support through the pupil premium make good progress. Teachers keep a very close eye on how well they are doing and are quick to pick up any concerns, so that actions can be taken to support them as quickly as possible.
- The school has made very effective use of the pupil premium funds. Four years ago, pupils eligible for such support were a long way behind others. The school provided extra lessons and support for individuals and the gap closed rapidly. This year there is expected to be no difference at all in the standards they and others achieve on leaving the school.
- The quality of some pupils' work is reduced by its presentation. Sometimes, this is not the fault of the pupils. Some workbooks do not have lines to write on, for example, and the pages are too thick for pupils to see the line guides through them. Some pupils, however, do not take enough

care when writing or laying out calculations so their work is scruffy.

The quality of teaching is good

- Teachers check pupils' progress carefully in lessons and act quickly as soon as they see any who are struggling. Pupils in Year 4 were learning how to calculate areas, for example, when it became clear that less able pupils were unsure of how to find the perimeter. The teacher immediately asked the teaching assistant to work with those pupils so that they could receive intensive support. They had soon grasped the concept and were starting to calculate area with the rest of the class.
- The results of the checks are analysed well across the school. Teachers use the results to set tasks that are difficult, but achievable if pupils work hard and try their best. In Year 2, for example, pupils analysed reports to identify what features set fiction apart from non-fiction. Pupils worked diligently at the tasks and the more able were soon using the features in their own writing.
- Staff are particularly effective in Nursery and Reception in identifying any obstacles to learning that may be holding back individual children. This has ensured that any child with a special educational need is quickly identified and receives the extra support needed in order to make good progress.
- Teachers encourage pupils to persevere. They think things through for themselves and discuss problems sensibly with a friend. This gives the teacher time to work with any pupils who are really stuck and overcome their difficulties.
- Children make good progress in reading because teachers in Nursery and Reception take every opportunity to encourage them to read. This approach is reinforced in Years 1 and 2, where pupils are taught in small groups according to their ability. The pupils very much enjoy the games that staff use to teach them letters and their associated sounds, which quickly move them from learning the letters, to reading words which contain them and then to writing the words.
- While some teachers' marking is accurate and frequent, this is not true in all cases. Some teachers fail to correct errors, such as numbers drawn backwards, so the pupil continues to make the same mistakes. Teachers rightly praise pupils for the content of their writing, but do not always point out weaknesses in its presentation, such as where it curves downwards rather than staying on a straight line.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is outstanding. The school goes to great lengths to keep track of pupils who are identified as being vulnerable to harm, even after they have left the school. Staff are quick to raise concerns and ensure that they are taken seriously by the relevant agencies.
- Checks on the suitability of adults to work with children are exemplary. Other aspects of safeguarding go far beyond the minimum required by statute. Five governors are trained in safeguarding, for example, and all teaching assistants and support staff are trained in paediatric first aid so that anyone can come to the aid of a child in Nursery or Reception.
- Pupils say that they feel very safe in school and that incidents of bullying are very rare and are

always dealt with swiftly and effectively by staff; their parents strongly agree with this view.

- The behaviour of pupils is good. Pupils are well-mannered, polite and welcoming towards visitors.
- At break and lunch times, pupils' behaviour is excellent. The school acted quickly to change the times of breaks so that the playground did not become overcrowded. Previously, there had been an increase in incidents of pupils bumping into one another and causing friction between individuals. The change has resulted in far fewer incidents and pupils now play very happily and safely together.
- The school has a strong track record of helping individual pupils, especially those with special educational needs, to improve their behaviour. Teaching assistants know their 'trigger points' very well and are quick to remind them of how to control their emotions.
- Attendance is above average. Pupils eligible for support through the pupil premium, many of whom also had special educational needs, had much lower attendance than others in 2013. The school staff, local support team and school counsellor all worked with parents to encourage better attendance. As a result, the attendance of these groups is now well above average and even better than others in the school, so they make the same good progress as their peers.
- Behaviour in lessons is usually good. Pupils do as their teachers tell them and usually get straight down to work. They pay close attention and work hard when the tasks are challenging and interesting. However, pupils' attention wanders if they have to spend too long listening to instructions or if they have to wait while others catch up. In these circumstances they lose focus, fidget and start to daydream.

The leadership and management are good

- The headteacher is an inspiring leader. Staff, governors and parents are all strongly involved in moving the school forward and share the headteacher's vision of making the school outstanding. All place a strong emphasis on promoting the school's values and ensuring that the school is a 'discrimination-free zone' where all are treated equally.
- Information from a range of sources is used well to identify the key areas that the school needs to improve. Each priority has its own working party made up of staff, governors and parents, who are responsible for drawing up plans to improve and ensuring that they are implemented. This approach is proving very effective in improving the education provided by the school so that standards are rising and behaviour and attendance are improving.
- Extra funds to promote sport have been spent well. The school has very strong partnerships with 18 other schools in the area and some of the funds have been pooled to provide time for staff to organise large competitive events. Other partnerships have been developed with local sports clubs who provide taster sessions for pupils. However, the biggest impact has been through the provision of free clubs. After funding from other sources was withdrawn, the number of pupils taking part in sport outside the school fell dramatically. The school has stepped into the breach and the numbers now taking part exceed their pre-cuts averages.
- The subjects that pupils study broaden their outlook and widen their experiences. The school has a partner school in Stoke-on-Trent through which pupils learn about city life, and another in Kenya which teaches them about what it is like to be a child in another country. Pupils are taught a clear understanding of right and wrong. They are actively involved in drawing up school

rules, which makes them think about how they should behave both in and out of lessons.

- Parents hold the school in high regard. They particularly praise the support for disabled pupils and those who have special educational needs and the openness with which parents are welcomed into school. The 'shine days' are a good example of this, where parents and pupils work together in pairs; every child has an adult to work alongside. The last 'shine day' produced stunning examples of artwork which now decorate the school and are proudly shown off by pupils. Parents also are very pleased with the good quality before and after school provision.
- The local authority provides only light-touch support to this effective school. However, the school is not receiving its allotted allocation of time from the educational psychology team. This is preventing some pupils with special educational needs from receiving their statutory assessments.
- Checks on teaching by senior leaders are accurate and clearly point out what a teacher needs to do to improve. Managers of relatively long-standing, such as the deputy headteacher, special needs coordinator and the Early Years Foundation Stage leader, know their areas of responsibility well and take good actions to improve. Other managers, such as those responsible for subjects, are relatively new to their posts and do not yet have the skills to monitor and evaluate their areas of responsibility effectively.
- **The governance of the school:**
 - Governors are very well informed about the school's provision and performance. They question the headteacher rigorously and have ensured that actions to improve after the dip in results in 2013 have proved successful. Governors take pupils' welfare very seriously, even when pupils have left the school. They heard, for example, that a group of pupils had not had a happy transition to middle school, and immediately questioned what could be done to improve procedures.
 - Governors visit lessons to check for themselves the quality of teaching. They are well aware of what is being done to improve its quality, and how the performance of teachers is managed to ensure they receive the support and training they need to improve and to reward them when they are successful. When the occasion arises, governors are very supportive of the headteacher in tackling persistently weak teaching.
 - Governors play a strong part in leading the school forward. They are instrumental in identifying key areas for improvement, and how each priority will be addressed. Governors use their skills from outside school to provide training for staff, such as issues relating to quality assurance.

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	124341
Local authority	Staffordshire
Inspection number	431515

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

Type of school	First
School category	Voluntary aided
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Darren Price
Headteacher	Elizabeth Allbutt
Date of previous school inspection	20 June 2009
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