

All Saints CofE (C) Primary School

Tatenhill Lane, Rangemore, Burton-on-Trent, DE13 9RW

Inspection dates

20–21 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in reading, mathematics and particularly writing in Key Stage 2 is not sustained year on year.
- Not enough pupils achieve standards close to or above those found nationally in reading and writing at the end of Key Stage 1.
- Teachers do not have consistently high expectations for their pupils, particularly the more able. This leads to too few making good progress in Key Stage 2, particularly in mathematics and writing.
- Pupils' behaviour in class does not always promote the best attitudes to their learning.
- School leaders have not secured steady and consistent improvement over time.
- Leadership responsibilities are centred on the headteacher and this does not always allow for the school to be clear about its strategic direction.
- The governing body and the headteacher do not compare the school's performance at each key stage to the national picture. This does not lead to the highest expectations.

The school has the following strengths

- The Early Years Foundation Stage is well led. Adults have an accurate knowledge of how well children are doing. Children enjoy their learning and make good progress.
- The teaching of letters and the sounds they make is good.
- Pupils say they feel happy and safe at school. This is nurtured through their spiritual, moral, social and cultural development in lessons, clubs and activities.
- Pupils' physical well-being is actively promoted through morning aerobics, energetic physical education and after school sports.

Information about this inspection

- The inspector observed seven lessons, four of which were jointly observed with the headteacher. In addition, he looked at pupils' work in their books and listened to younger pupils read.
- There were meetings with groups of pupils, the literacy leader, members of the governing body and a representative of the local authority.
- The inspector took account of the 26 responses to the online questionnaire Parent View and considered the 13 responses to a staff questionnaire. He also considered the 46 responses by parents to a recent questionnaire from the school.
- The inspector examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Full report

Information about this school

- All Saints Church of England Primary School is smaller than the average-sized primary school.
- The large majority of pupils come from White British backgrounds and a small minority come from minority ethnic backgrounds. A few pupils speak English as an additional language and very few are at the early stages of learning English.
- The proportion of pupils who are supported through the pupil premium (which, in this school, is additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher receives the support of a National Leader of Education from Clifton Campville and Edingale schools.
- In the past year and a half the school experienced a significant number of changes in staffing due to illness, retirement and bereavement.
- A sizeable minority of pupils leaving at the end of Year 6 in the last school year had joined the school in the last three years. Typically, one third of Year 6 pupils have not come through the school from Year 2.
- The headteacher acts as an executive headteacher to this and another local primary school in an informal federation. This is currently in the process of becoming a formal federation with a new governing body and a deputy headteacher has been appointed.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - teachers in all classes always having the highest expectations so that more pupils, particularly the more-able, make good progress
 - pupils having the opportunity to steadily extend and develop a wide range of writing skills as they move through the school.
- Raise pupils' achievement by encouraging all pupils to have a good attitude to their learning so that it makes a marked impact on the progress they make.
- Increase the effectiveness of leadership and management, including the governing body, by:
 - strengthening the role of all school leaders in monitoring the school's performance so that they have a greater impact on pupils' achievement
 - school leaders stepping back from the day to day detail in order to see the school in the bigger national picture
 - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Too many pupils have not achieved as well as they could. Staff changes have led to a lack of continuity for many pupils in the last eighteen months and less positive attitudes to their learning.
- Children start in Reception with skills and understanding that are below those typical for their age, particularly the emerging literacy and numeracy skills. They make good progress in the Early Years Foundation Stage where they are well prepared for their future education.
- Pupils reach broadly average standards by the end of Key Stage 1. Standards in reading and writing in 2013 were average, although pupils' attainment in mathematics was in the top 20% of schools nationally. The school has a systematic approach to the learning of letters and sounds (phonics) and the school's results in the Year 1 phonics check were above the national average in 2011 and 2012.
- Pupils' progress in reading, writing and mathematics in Key Stage 2 was good in 2011 and in 2012. However, in 2013 the school's results for pupils' progress in reading and writing were in the lowest 20% of schools nationally.
- The school keeps very detailed records of the progress of individual pupils. Close scrutiny of these records shows a more positive picture of achievement in 2013 when examining the progress of certain groups of pupils. For example, pupils who were at the school throughout Key Stage 2 reached higher standards than those who joined later and generally had lower initial starting points.
- Many current pupils are making improved progress in Key Stage 1 and Key Stage 2, particularly in their writing. This applies equally to all groups of pupils, including those who speak English as an additional language and those from minority ethnic groups. This is due to a better quality of teaching and the impact of school initiatives to find 'real reasons to write'. For example an elaborate role play about a meteorite landing in the neighbouring churchyard led to pupils writing emails to real scientists.
- The pupils supported by the pupil premium make similar progress to their classmates. Given the very small numbers, it is not possible to comment on the attainment of pupils leaving Year 6 in 2013 without potentially identifying individuals. The school keeps close track of the progress of these pupils and they receive a good level of support from classroom teachers and support staff.
- Disabled pupils and those who have special educational needs make similar and sometimes better progress than their peers from their starting points. This is because their individual needs are quickly identified and fully met. The clear focus on this small group of individual pupils is typical of the school's caring approach to equal opportunities and to tackling discrimination.

The quality of teaching

requires improvement

- There is not enough good teaching and teachers do not always have high enough expectations of their pupils. Although there is some strong practice in the school, particularly in Reception, much teaching requires improvement to ensure that all pupils make good progress and achieve well over time.

- Teachers' subject knowledge is generally secure, particularly in the teaching of phonics in Year 1 and Year 2. However, because of lack of continuity in staffing, not all teachers have received the same rigorous training, particularly in developing pupils' writing skills. This has meant that some pupils have come through the school with gaps in their understanding of, for example, the correct use of punctuation and grammar.
- Pupils are not always receiving work that is pitched at the right level for them, particularly the more-able pupils in mathematics. Having correctly completed an exercise, one Year 6 pupil wrote in his mathematics book, 'I can solve multiple step problems easily, so I would like something harder next time'. This was echoed in comments from pupils in class and other comments in pupils' books.
- Marking of pupils' work is thorough and shows remarkable consistency given the changes in staffing. There is evidence in some pupils' books of higher expectations from some teachers and more attention to developing pupils' style in their writing.
- Teachers forge good relationships with pupils and there is a mutual respect and trust that also extends to pupils' attitudes to one another. Although positive in their attitudes to their teachers, many pupils in Key Stage 2 did not express a sense of excitement and enthusiasm for their learning in English and mathematics.
- Promoting pupils' spiritual, moral, social and cultural development is included in many lessons. For example, in Reception, when stories from around the world were being told, the children looked at a globe to identify the country.
- All pupils receive around three hours of physical education and sport a week. Teachers work alongside professional coaches, developing their own skills and confidence in teaching the subject.
- Teachers generally work closely with support staff who move around the classroom, offering assistance where needed to all groups of pupils. There is good one-to-one support for those pupils who speak English as an additional language. Disabled pupils and those who have special education needs are considered in teachers' planning and included in classroom teaching whenever possible. The teamwork between teachers and support staff was well illustrated in Reception when children were working on their early mathematics skills. While the teacher was outdoors using rhymes and finger puppets to develop counting with a small group, a member of the support staff was asking children to count pieces of fruit as they made healthy (and very refreshing) 'smoothies' together.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Staff changes have led to an unsettled situation for pupils. This has not helped them always to show positive attitudes to their learning. Some low level disruption to lessons has occurred over time. In some classes this has taken time to be addressed.
- Pupils do show pride in their work and in the school. Presentation of work in their books is neat and they take care to look smart in their uniforms.
- Outside of lessons, pupils' behaviour is good. They show respect and care for each other and there is a strong tradition of older pupils helping younger ones. For example Year 5 and 6 pupils

act as peer mediators helping to resolve minor disputes.

- The school's clear system of sanctions and rewards is well understood by pupils and all staff are informed when a pupil is put on a 'behaviour plan'. The school keeps records of all incidents but does not identify which have occurred in lessons.
- The school's work to keep pupils safe and secure is good. The site is well fenced and pupils say they feel safe at school. Younger pupils have the chance to explore outdoors and build with boxes and crates within a safe environment. All pupils have the opportunity to take part in Forest School, making the most of the school's rural location and developing their problem-solving and life skills.
- Any incidents of bullying are followed up immediately and the school involves parents as soon as possible. Pupils are actively engaged in anti-bullying work, designing a new leaflet each year and taking part in regular e-safety presentations. The school works with parents to alert them and the pupils to the inherent risks and age appropriateness relating to the use of social media.
- Although all statutory requirements are met, safeguarding is not outstanding because not all staff, particularly new or returning teachers, are entirely clear who to go to with safeguarding concerns.
- Pupils' attendance improved markedly from 2012 to 2013 and is currently above average. The school works closely with other agencies to assist families of the very few pupils who are frequently absent. There have been very few one-day exclusions. Those that do occur are for pupils with very specific difficulties and who have the highest level of support from the school and outside agencies, such as the youth crime prevention team.

The leadership and management requires improvement

- Leadership and management require improvement because staff absence was not managed effectively and pupils' achievement declined. This had coincided with the headteacher taking on responsibilities as executive headteacher at another local school. Parents, staff, pupils and governors share a largely positive view of the school but the last year has had a negative impact on morale and on pupils' progress.
- The headteacher and governors demonstrate in school documentation that they have a generally realistic picture of the school's performance. However, performance is not compared frequently enough with national rather than local data.
- The absence, until now, of other leaders to support the headteacher has meant that day-to-day responsibilities have sometimes prevented her getting a clear view of the school's direction. Pupils' progress, however, has been rigorously assessed and tracked.
- The school monitors teaching closely and leaders have not been afraid to tackle any underperformance by staff. Progress on the pay spine is linked to staff achieving targets which are linked to pupils' achievement. Training and staff development is well managed but, with the notable exception of the marking of pupils' work, school policies have not always been consistently applied.
- However, the school is now improving and can demonstrate a track record of improvements in the quality of teaching and accelerating the progress of pupils currently at the school. The imminent federation and the arrival of an already appointed deputy headteacher add further

capacity to the school's leadership.

- The Early Years Foundation Stage is well led and children benefit from good teaching and resources.
- The pupils' learning is developed through a wide range of subjects and the school makes good use of visiting specialists, such as an Antarctic explorer, to bring topics to life. Information and communication technology is used throughout the school from bespoke software packages that support pupils who have special educational needs to the use of mini tablets for instant 'on the sideline' reporting of school sports events. Pupils' appreciation of the arts is enhanced by, for example, the school choir singing in the Symphony Hall, Birmingham.
- Pupils' spiritual, moral, social and cultural development is enhanced through the daily acts of worship, visits to a gurdwara and a mosque as well as regular visits to the church next door. Over the last few years more pupils have come to the school from a range of different minority ethnic groups and with different faiths. The school celebrates its new-found diversity through religious and cultural festivals.
- The headteacher has shared judgements of teaching and learning in the school with a National Leader of Education and has more recently received a higher level of support from the local authority. These partnerships have led to some of the recent improvements in the quality of teaching and pupils' achievement.
- The very large majority of parents say that the school's communication with them is good and that they find the headteacher's newsletters both helpful and informative. Some would, however, like more information on how well their children are doing and ways they can support their learning at home.
- The school's recent spending of the additional primary schools sport funding has been towards training for teachers, professional coaches for pupils, and support for tournaments and after-school activities. The school is currently evaluating the impact of this spending on the health and well-being of pupils. The Football Association gives further support, with pupils visiting the headquarters at nearby St George's Park.
- **The governance of the school:**
 - Governors have been involved in the school's evaluation of its own performance and understand that it requires improvement. They are aware of their role in improving the consistency of pupils' achievement in the school and monitoring the quality of teaching. They make good use of committees and link governors, as well as external advisors, to develop an understanding of school data. Governors have a helpful range of experience and expertise that enables them to ask probing questions and to hold the headteacher to account. They are engaged with the headteacher in the monitoring of staff performance and have demonstrated the ability to reward good teaching and to tackle any underperformance. The governors manage the school finances carefully and are aware of the impact of school spending such as the pupil premium funding. This allowed groups of pupils in 2013, for example, to improve their progress through booster sessions in literacy and numeracy.

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	124270
Local authority	Staffordshire
Inspection number	443913

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	103
Appropriate authority	The governing body
Chair	Bev Parker
Headteacher	Charlene Gethin
Date of previous school inspection	15 February 2011
Telephone number	01283 712385
Fax number	01283 712385
Email address	office@allsaints-rangemore.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 2014

