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Charlene Gethin  
All Saints CofE (C) Primary School  
Tatenhill Lane  
Rangemore  
Burton-on-Trent  
DE13 9RW

Dear Mrs Gethin

### **Requires improvement: monitoring inspection visit to All Saints CofE (C) Primary School**

Following my visit to your school on 11 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- consolidate the links with the partner school in the federation to improve teaching by seeing and sharing more good practice
- improve teachers' knowledge of assessment so that they can monitor the progress and performance of their pupils more robustly
- delegate management responsibilities across both schools so that the headteacher can play a more strategic role, and ensure that all staff with management responsibilities use the school's action plan to measure the impact of actions on raising achievement and improving teaching
- make sure that the governing body steps up its monitoring activities and gathers more first-hand evidence to hold the staff fully to account for the school's actions and its performance.

### **Evidence**

In addition to visiting classes, meetings were held to discuss the actions taken since the school's inspection in March 2014. These included meetings with the headteacher and a deputy headteacher, two representatives of the governing body, including the Chair, the local authority's commissioning manager for school improvement and a National Leader in Education (NLE) who is working in partnership with the federation's leaders and governors. The school's action plan was evaluated. Her Majesty's Inspector also scrutinised documents related to the monitoring of teaching and pupils' progress.

## **Context**

Soon after the school's inspection in March, it federated with Needwood CE (Aided) Primary School. There is now one governing body responsible for both schools. The headteacher manages both schools as executive headteacher.

## **Main findings**

The school's actions since the inspection in March rightly focus on improving the quality of teaching and learning. Nevertheless, some of the measures being checked in the school's action plan do not always refer to the impact that actions are having on pupils' progress and teachers' performance. Pupil performance data show that improvements are already happening. The headteacher and deputy headteacher have secured a more consistent approach to teaching. The collaboration with the NLE is providing good opportunities for the school to utilise the skills of a strong school leader and one who also brings substantial experience of managing federated schools.

The newly constituted governing body is securing clear roles and management responsibilities for staff and governors. An external review of governance has taken place and governors are responding well to its recommendations. They are already planning to step up the scrutiny of the school's performance by gathering more first-hand evidence of pupils' progress and teachers' performance as this was a weakness identified by the school's inspection in March. Leaders and governors are starting to utilise the skills of staff and governors across the two federated schools and are increasing the delegation of management responsibilities.

Up to now the headteacher has been doing too much of the day-to-day management and dealing with staff disruption. This has left less scope for her to adopt more strategic leadership aimed at sustaining improvements to pupils' achievement and greater consistency to the quality of teaching. There are now more opportunities for class teachers to check pupils' achievement through more regular reviews of pupils' progress. Leaders' assessments of pupils' work and progress are accurate, although there is still a need to improve teachers' understanding of how best to measure and monitor pupils' progress.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The local authority is providing the right balance of challenge and support. There is now more commissioned support to improve teaching. Regular core group meetings with the local authority's commissioning manager for school improvement provide increasing opportunities for the school's leaders and governors to provide sharper and more accurate assessments of school improvement. This is helping to focus the school's leaders, governors and staff on the most important priorities in the short and long term as the school strives towards becoming a good school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Staffordshire.

Yours sincerely

Charalambos Loizou  
**Her Majesty's Inspector**