

All Saints CofE (C) Primary School

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

Inspection dates	6–7 July 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The executive headteacher, other leaders and governors have relentlessly focused on improving teaching and pupils' outcomes. As a result of their very effective actions, teaching, learning and assessment and outcomes for pupils have significantly improved and are now outstanding.
- The executive headteacher is extremely well supported by the deputy headteachers and other leaders who are committed to providing the very best education for all groups of pupils.
- Teachers have very high expectations. Learning continually interests, challenges and motivates pupils. Pupils thoroughly enjoy learning and make rapid progress across the school.
- Children in the early years get off to a flying start. Excellent teaching ensures that all children make rapid progress. An above average proportion of children attain a good level of development.
- Phonics (linking letters and sounds) teaching is outstanding. The proportion of Year 1 pupils reaching the national standard is consistently above average and continues to rise further.
- By the end of Year 6, the proportion of pupils reaching or exceeding age-related expectations in reading, writing and mathematics is very high.
- Teaching assistants are very well trained. They are highly effective in supporting pupils' learning.
- Attendance is consistently above average for all groups of pupils.
- The school provides a very secure learning environment, which enables pupils to flourish and develop into self-assured and confident young people.
- Pupils' behaviour in lessons and around the school is impressive. They are extremely polite and courteous to one another and adults.
- Pupils have exceptionally positive attitudes to learning. They are keen to succeed and take great pride in their work. Occasionally, pupils are not given opportunities to decide how to present their work.
- The school's arrangements for keeping pupils safe are effective. Pupils say that they feel very safe in school.
- Pupils follow a broad and balanced curriculum. They study a range of subjects through interesting topics that fire their imagination.
- The school makes outstanding provision for pupils' spiritual, moral, social and cultural development.
- Along with pupils' excellent progress in reading, writing and mathematics, pupils make at least good progress and often excellent progress across a range of other national curriculum subjects. However, on occasions, work in these other subjects, for some pupils, lacks the necessary challenge to deepen their knowledge and show their understanding.

Full report

What does the school need to do to improve further?

- Continue to accelerate progress in subjects other than mathematics and English by making sure that:
 - work continually challenges pupils in order to deepen their knowledge and show their understanding
 - pupils are able to make their own decisions about how to present their work.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The executive headteacher and governing body have been highly successful in addressing the issues from the last inspection. Their relentless drive to improve standards has led to rapid improvements in teaching, learning, behaviour and outcomes for the pupils currently in the school. Leaders are very committed to providing a highly inclusive school where every pupil is valued and supported to achieve their best, no matter what their ability or background.
- The executive headteacher is extremely well supported by the deputy headteachers and other leaders. All have equally high expectations of pupils and are committed to providing the very best education for all groups of pupils. They carefully monitor the progress of pupils, providing prompt and highly effective support for any pupil who starts to fall behind in their learning.
- Effective systems and structures are securely in place to monitor and review all aspects of the school's work. Leaders act quickly to address any gaps in performance to ensure the school continues to improve. School development plans are highly focused on the right priorities.
- The school has welcomed the support and challenge from the local authority. Leaders acted upon advice and very quickly made the required improvements. The local authority now provides 'light-touch' support as it recognises the school's strong leadership and significant improvements since the last inspection. Senior leaders now offer their support to other schools in the area.
- Leaders have ensured that the quality of teaching has improved considerably since the last inspection. The executive headteacher has appointed highly skilled staff who rise to the school's high expectations. Leaders ensure that teachers continually plan interesting, engaging and challenging work. As a result, pupils are now making rapid progress.
- Senior leaders carefully check the quality of teaching and learning, using a wide variety of information to judge the quality of teaching throughout the year, including pupils' progress. The executive headteacher ensures that staff are very well supported to improve their teaching practice. Teachers appreciate the training they receive to develop their teaching, including opportunities to work with colleagues from their partner school. The federation arrangements allow staff in both schools to learn from one another.
- Leaders make sure that pay awards are closely linked to the quality of teaching, whole-school priorities and pupils' outcomes. Pay awards are only given to staff who meet their rigorous targets.
- Subject leadership has improved since the last inspection. Subject leaders quickly identify what needs to be done to improve standards in their areas of responsibility. They have an accurate and detailed understanding of the impact of their work on both teaching quality and pupils' outcomes, including the progress of different groups of pupils. They regularly monitor work in the classroom. The mathematics leader is a specialist leader of education for mathematics.
- The small proportion of disadvantaged pupils in the school receive highly effective support from the pupil premium funding. The grant is used to support pupils with their learning, support their emotional and social welfare and ensure that they have full access to all school activities.
- The school's use of the primary physical education and sports grant is very effective. Pupils receive two hours of sport each week. Many lessons are delivered by qualified sports coaches. In addition to employing sports coaches, the funding is used to improve teachers' skills, and provide opportunities for pupils to participate in competitions and out-of-school clubs. Pupils enjoy their sports lessons, they all participate and the proportion attending after-school clubs is very high.
- Pupils' spiritual, moral, social and cultural development is exceptionally well catered for. As this is a Christian school, pupils get the opportunity to worship and reflect daily. Pupils visit the local church to take part in celebrations such as Father's Day. Pupils also learn about other world faiths in religious education and the festivals of non-Christian pupils are celebrated. Pupils get the opportunity to consider wider social issues; for example, a recently held YMCA day allowed them to learn about homelessness. Visits to galleries and museums make valuable contributions to pupils' cultural development.
- The school offers a broad and balanced curriculum. Pupils study a range of subjects, through a range of innovative themes such as 'wet and wild', 'take to the stage' and 'flash bang wallop'. These themes fire the imagination of the pupils and sustain their interest in learning. An impressive range of trips, along with visitors to the school help to bring learning to life. Pupils are very well prepared for life in modern Britain as tolerance and respect are taught through a variety for subjects; for example, discussing whether going to the mosque gives Muslims a sense of identity.
- Weekly newsletters keep parents up to date with events in the school, inform them about work to keep their children safe, and celebrate their children's achievements. Each half term, parents receive a class curriculum

newsletter which outlines the themes and topics pupils are going to learn about. Workshops on topics, such as phonics and mathematics, enable parents to support their children with their learning.

■ **The governance of the school**

- The governors have a breadth of skills and experience and use them exceptionally well to support and challenge school leaders. Governors' and leaders' ambitions for pupils are equally high and they are committed to ensuring that all pupils receive the highest quality teaching. Their efforts to challenge school leaders to improve the quality of teaching and learning within the school have proved very effective.
- Governors ensure that they closely monitor standards within the school. They scrutinise detailed information about the school's performance, including pupils' achievement, to good effect. They have a very thorough understanding of how the school is performing in relation to all schools nationally. They closely monitor all additional funding and review the impact it is having on pupils' progress.
- Governors carefully scrutinise pay awards to make sure they are awarded appropriately. The performance management of the headteacher is rigorous.
- Governors ensure that the school meets the statutory requirements for safeguarding and reviews all the relevant policies carefully to ensure they meet the latest guidance. They make sure that all policies, not just the statutory ones, are accessible to parents.
- The arrangements for safeguarding are effective. The leadership team and governors have ensured that safeguarding procedures are robust. All the necessary checks have been carried out on staff to certify that they are able to work with children. The identity of all visitors to the school is carefully checked. The safety and well-being of children in the early years is well managed. All the statutory requirements are met.
- Staff training in the latest guidance is up to date. Staff are vigilant and know what to do if they have any concerns about a pupil's welfare. If concerns are raised, the school takes swift action and meticulously follows the correct procedures. The school works closely and effectively with other agencies if required.

Quality of teaching, learning and assessment is outstanding

- Teaching over time is leading to outstanding outcomes for pupils currently in the school. Work in pupils' books and the school's progress information shows that pupils currently in the school are making outstanding progress. This is because teachers have high expectations of pupils; they want them to succeed. Pupils are encouraged to challenge themselves in their learning and teachers provide the support pupils need to move on to more difficult work. The relationships between teachers and pupils are very positive.
- Teachers have excellent subject knowledge and they use this exceptionally well to question pupils in order to check their understanding and deepen their learning. Pupils who demonstrate a good understanding are quickly moved on to the next task. Teachers insist that pupils use the correct vocabulary for the subjects they are studying. For example, pupils in Year 1 and 2 know that the correct term for speech marks is inverted commas.
- Teaching assistants are very well trained, highly skilled and effective in their roles. They work in close partnership with teachers and have a good understanding of the requirements of the pupils they support.
- Teachers very carefully adhere to the school's marking policy and pupils understand the importance of making the necessary improvements to their work. Pupils told the inspector that they correct their work because it 'helps us to learn more'.
- The most able pupils are given the opportunity to extend their learning, especially in reading, writing and mathematics. They are quickly moved on to more challenging activities. Work in their books shows that they are also well challenged to apply their literacy and numeracy skills across other subjects.
- Phonics teaching is of an exceptionally high quality. Teachers and teaching assistants have very good subject knowledge and quickly identify any mispronunciations of letter sounds. Pupils enjoy the interesting learning activities. For example, pupils in Year 1 and 2 enjoyed singing the rhyme 'igh, igh, fly high' when learning the different types of 'I' sounds. Pupils use their phonics skills highly effectively when spelling unfamiliar words.
- Teachers show a passion for the subjects they teach. As a result, pupils really enjoy their learning. They are continually inquisitive and ask questions because they are so keen to learn. They want to do their very best. The inspector saw many examples of pupils persevering with challenging work. Pupils appreciate the praise they receive and are very proud of their learning.
- The teaching of writing has improved considerably since the last inspection. Teachers ensure that younger pupils form their letters correctly and know how to set out their work so it is legible. As pupils progress through the school, their punctuation, spelling and grammar shows considerable improvement. Older pupils

use interesting vocabulary and a range of grammar techniques, such as adverbs, with accuracy, adding to the quality of their writing. Pupils receive specific lessons to develop these crucial writing skills, which they apply across a range of subjects. The quality of pupils' writing is as good in subjects such as geography as it is in English.

- Homework is set weekly and is appropriate to both the age of the pupils and their classroom learning. It effectively consolidates learning in the classroom as well as preparing pupils for new learning. Pupils in Year 6 are very well prepared for the likely homework demands of key stage 3.
- Teaching in other national curriculum subjects, such as science and humanities, provides good opportunities for pupils to use and apply their literacy and numeracy skills, as well as developing their subject knowledge. Pupils study topics which interest them and develop their understanding of both British and world events. However, occasionally, when completing such work, all pupils are given the same worksheet to complete, which for some lacks challenge. This means that some pupils are restricted from deepening their knowledge, extending their answers or making their own decisions about how to present their work.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school is fully inclusive and all pupils are taught to value and respect one another. Pupils agree that the school helps them to be friendly towards one another, describing the school as being 'a team because we all work together'. Parents agree. 'The inclusive ethos is about older children taking responsibility for making younger children feel included. It works,' reflects a typical parent comment.
- Pupils are given many opportunities to develop their own opinions through discussions in class. As a result, they are very confident and self-assured young learners and believe in themselves. Pupils are very well prepared for the transfer to secondary school.
- Pupils greatly value opportunities to develop their leadership skills by taking on a range of positions of responsibility, such as members of the school council, peer supporters and worship leaders. Pupils eagerly contribute to the local parish council.
- Pupils have a very detailed understanding of how to keep themselves safe in a variety of situations. Their knowledge about the dangers of using the internet and social media, and what to do if they are concerned, is impressive. They clearly understand how to be safe when they are out of school.
- All pupils who completed the pupil questionnaire and spoke to the inspector were unanimous that they feel safe in school. They acknowledge that the school grounds are secure. They appreciate that teachers are always around to keep you safe. 'Our teachers are like a mother; they care about us,' reflects a typical pupil comment. Pupils understand that certain behaviours are not allowed because they are unsafe.
- Pupils understand the difference between bullying and falling out. They say that bullying and racism are very rare. Pupils are extremely confident that there is always an adult to go to if they have a problem and that they will be listened to. Pupils also say that teachers deal with any bullying or unkind behaviour, because 'They're on top of it.' All staff feel confident that if bullying occurs, it will be dealt with. The majority of parents who responded to Ofsted's online questionnaire, Parent View, and the vast majority who responded to the school's own questionnaire have confidence in the way the school responds to any bullying.
- A small minority of parents expressed concern about the behaviour of a few pupils who receive support for their social and emotional needs. The inspector investigated the school's arrangements to support these pupils and found that it provides very effective support both from suitably qualified staff within school and from outside organisations. The parents of these pupils expressed to the inspector their appreciation for the school's work, commenting for example that 'My child learns from his mistakes through appropriate sanctions and praise when deserved' and 'The school has supported my child to be confident and sociable.'

Behaviour

- The behaviour of pupils is outstanding.
- School records indicate that behaviour has significantly improved since the last inspection and pupils agree. Pupils say this is because 'We now have proper teachers who make lessons really interesting.'
- Behaviour in the playground and dining hall is exemplary. Pupils play extremely well together. Pupils say that although sometimes accidents happen in the playground as they run around, they are 'never on purpose' as 'we look after one another'.
- Pupils' behaviour in lessons is exceptionally good. Their enthusiasm for learning is obvious. Younger pupils get very excited about their learning and occasionally a few need a reminder to listen, which they do

immediately. When working in groups or individually, pupils concentrate very well on their work.

- Pupils who responded to the questionnaire and who spoke to the inspector say it is extremely rare for learning to be disrupted due to inappropriate behaviour. All pupils fully understand the school's code of conduct for behaviour and say that all teachers apply it equally.
- Pupils are taught from a very young age what is acceptable behaviour and are supported to understand what is, and is not, appropriate.
- Attendance is consistently above average for all groups of pupils. This is because they enjoy coming to school.

Outcomes for pupils

are outstanding

- Outcomes have improved substantially since the last inspection. Effective teaching is very successfully addressing any gaps in pupils' knowledge and skills for those pupils who received inconsistent teaching previously. Pupils are catching up very quickly as a result. Work in pupils' books and teachers' progress information confirms that the vast majority of current pupils in all year groups are now making rapid progress in reading, writing and mathematics. Attainment by the end of each key stage has risen considerably and is now well above the expected levels for their age.
- The proportion of Year 1 and Year 2 pupils who reach the expected standard in the phonics screening check has been above average for the last two years. This year, the proportion meeting the expected threshold has risen once again. The provisional results for 2016 show that almost all pupils have met the expected threshold, indicating outstanding achievement from their previous starting points.
- The proportion of pupils reaching the expected standard by the end of key stage 1 has been in line with the national average for the last two years. However, the provisional results for 2016 indicate that a very high proportion of pupils have met the new age-related expectations in reading, writing and mathematics. This represents excellent progress from pupils' starting points.
- In 2014 and 2015, pupils in key stage 2 made progress in line with the national average, especially in reading and mathematics. However, school progress information and pupils' work indicates that progress through key stage 2 is now excellent. The provisional 2016 national curriculum test results for Year 6 show that an above average proportion of pupils met the new higher standards of attainment. This represents rapid progress.
- Pupils who have special educational needs and/or disabilities receive very well-targeted support, described by a parent as being 'over and above other schools'. As a result, pupils continue to make at least good progress both academically and personally. School progress information and pupils' work show that they are making progress in line with their peers.
- The school has a small number of pupils from minority ethnic groups or who speak English as an additional language. Leaders have taken appropriate action to ensure that these pupils get the help and support they need to learn effectively. As a result, they are making excellent progress in reading, writing and mathematics and their progress in other subjects is quickly improving.
- Historically, the attainment of the most able pupils has been in line with similar pupils nationally. Work in pupils' books shows that pupils are now provided with more challenging work, are attaining higher levels and are making rapid progress. In Year 6 in 2016, provisional results show that a high proportion of the most able pupils exceed age-related expectations.
- The very small number of disadvantaged pupils means it is not statistically reliable to directly compare their attainment with other pupils in the school or nationally. However, inspection evidence confirms that there are no gaps in the achievement of disadvantaged pupils and their classmates. They achieve equally well.
- Outcomes in mathematics have significantly improved. Teachers have excellent subject knowledge and much higher expectations of their pupils. Pupils are now given more opportunities to develop their mathematical reasoning and problem-solving skills. During the inspection, pupils in Years 5 and 6 were investigating the possible combinations to represent different algebraic equations using diagrams. Pupils say they enjoy mathematics because the work set makes them think hard.
- Pupils read well and have plenty of opportunities to read in class. Pupils enjoy reading and talk about the books they read with enthusiasm. They enjoy being involved in the decisions about which books to have in the library. Lower-ability readers read confidently and use a number of appropriate methods to read unfamiliar words. The most able readers are extremely confident and read with a high degree of fluency and expression.
- Standards in writing have improved considerably since the last inspection. Pupils have many opportunities to apply and develop their writing skills in other national curriculum subjects. When pupils write at length in

other subjects, they do so to the same high standard as in English.

- Pupils' work in science and humanities shows that all pupils are making at least good progress in these subjects. Many are making excellent progress. Pupils are expected to make predictions before carrying out science investigations and write detailed accounts of their findings. The quality of these predications and evaluations has notably improved through the year. However, occasionally, in subjects other than English and mathematics, work is not sufficiently demanding for a small number of pupils. The tasks given do not make them think hard enough or allow them to use their literacy skills sufficiently. As a result, progress is not as rapid.

Early years provision

is outstanding

- Children enter Reception class from a number of different nursery settings. The majority of children enter with skills and understanding that are broadly typical, or just below, those for their age. They make excellent progress due to the high-quality teaching they receive. The proportion of children reaching the expected level of development has been increasing each year since the last inspection. It is now well above average. A large proportion of children exceed the expected level.
- Arrangements for children starting Reception Year ensure that they get off to an extremely good start. Before children start school, the early years leader visits children in their nursery. She talks to parents, nursery staff and other relevant organisations. Parents can choose a visit to their home by staff if they would like one. The school holds a parents information evening for parents on starting school and topics such as phonics and reading.
- Leadership of the early years is strong. The leader is passionate about providing the best possible start for every child and is extremely knowledgeable about assessment requirements and planning work that suits the needs of individual children. Teaching and children's achievements have improved as a result.
- Children learn in a highly stimulating and safe environment. They have plenty of equipment to support their learning. They know how to judge risks and keep themselves safe while learning. For example, at the start of physical education, children put exclamation marks on areas they consider to be a hazard.
- Teaching is outstanding because the teacher has very high expectations. Children are continually taught to challenge themselves with their learning. They are often asked by adults 'How can you challenge yourself?' In physical education, children were challenged to stand further away from the target when throwing bean bags.
- Teaching assistants have very good subject knowledge and know the children really well. Children are exceptionally well supported in their learning.
- Activities captivate children's interests and children learn through themes. During the inspection the children were reading 'We're going on a bear hunt.' Children enjoyed sitting in the 'cave' writing about the bears, or building caves. They use sophisticated vocabulary such as 'predator' in their writing.
- Children achieve exceptionally well in reading and many are confident readers by the end of their Reception Year. When looking through children's work, the inspector noticed that many children are able to write at length using finger spaces, capital letters and full stops. A few even use exclamation marks.
- Children enjoy mathematics. They have the opportunity to use a range of equipment to help them understand number. All children were observed counting up to 10 in multiples of two without using the apparatus. A few were able to count up to 20 without any adult support.
- Children play and work harmoniously together. They cooperate and help one another with their learning. The children have exemplary attitudes towards learning, attempting all activities with enthusiasm, interest and high levels of perseverance. Children also show high levels of concentration when working and listen attentively to adults. Learning routines, such as collecting equipment, are well established. Children are exceptionally well prepared to move into Year 1.

School details

Unique reference number	124270
Local authority	Staffordshire
Inspection number	10009268

This inspection 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	106
Appropriate authority	The governing body
Chair	Stuart Jobbins
Headteacher	Charlene Gethin (executive headteacher)
Telephone number	01283 712385
Website	theforestfederation.co.uk
Email address	office@allsaints-rangemore.staffs.sch.uk
Date of previous inspection	20–21 March 2014

Information about this school

- This school is much smaller than the average-sized primary school.
- The school is federated with Needwood Church of England Primary School as part of The Forest Federation. The executive headteacher is responsible for both schools.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of pupils who are disadvantaged is below the national average. These pupils are supported with pupil premium funding, which is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The early years consists of children in the Reception Year who attend school full time.
- Pupils in Years 1 to 6 are taught in three mixed-age classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector visited lessons to observe learning and to talk to pupils about their work. She was accompanied by the executive headteacher for four of these lessons.
- The inspector looked closely at pupils' work from each class across a range of subjects. The executive headteacher accompanied on one occasion.
- The inspector listened to two small groups of pupils read and visited a key stage 2 assembly.
- The inspector met formally with a group of pupils to discuss their experience of life in the school. She also spoke to pupils informally at break and lunchtime and considered the 11 responses to the pupil questionnaire and the 100 responses the school's own pupil survey.
- The inspector checked the school's documentation on safeguarding, behaviour, attendance and the quality of teaching. She also looked at the school's analysis of its own work, its improvement plan, information about pupils' progress and performance management.
- Discussions were held with the executive headteacher, early years leader, subject leaders and three governors. The inspector also spoke to a representative from the local authority.
- The inspector considered the 23 responses to Ofsted's online questionnaire, Parent View, and the 39 responses to the school's own parent questionnaire. The inspector also spoke to a number of parents informally at the start of the school day. She also spoke to two parents who came into school to meet the inspector and considered one letter and two emails from parents.
- The views expressed in the questionnaire returned by 10 members of the school staff were also considered.

Inspection team

Caroline Parry, lead inspector

Ofsted Inspector

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