

All Saints CofE (VC) Primary School

Bourne Avenue, Ranton, Stafford, Staffordshire ST18 9JU

Inspection dates

21–22 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- During a period of substantial growth, leaders have not ensured that all groups of pupils make consistently good progress.
- Systems for tracking pupils' attainment do not provide leaders with information about the progress of individuals and groups.
- Middle leaders are new to their roles. Consequently, their skills in using assessment information and monitoring teaching are at an early stage of development.
- Leaders make regular checks on the quality of teaching. However, these checks do not focus on the progress pupils are making.
- The quality of teaching is variable because teachers do not have consistently high expectations of what pupils can achieve, including the most able pupils.
- Teachers have not yet received sufficient training to improve their skills in teaching pupils across the primary age range.
- Teachers do not use questioning to check and deepen pupils' understanding well enough.
- The teaching of phonics and writing is not consistently strong. Pupils' presentation is variable in different classes and subjects.
- Teachers' assessments of pupils' learning are not consistently accurate. Teachers do not use assessment information to match work to the different abilities of pupils closely enough.
- Activities in the early years are not sufficiently challenging to enable all groups of children to make the progress of which they are capable.
- Governors have not evaluated the effectiveness of safeguarding arrangements robustly enough.

The school has the following strengths

- The headteacher and governors have significantly increased pupil numbers. They have successfully led the transition from an infant to a primary school and have built strong foundations for the future.
- The curriculum is engaging and interesting. As a result, pupils enjoy learning and want to come to school.
- Staff provide a caring and inclusive environment. Relationships between adults and pupils are strong. As a result, pupils develop into caring and thoughtful individuals.
- Pupils' behaviour is good. They are happy, confident and articulate. Pupils work hard in lessons and are keen to learn.

Full report

What does the school need to do to improve further?

- Improve the impact of leadership and management by:
 - developing assessment systems so that leaders and teachers can track pupils' progress from their different starting points
 - ensuring that leaders' checks on teaching focus on the progress of individuals and groups of pupils
 - providing teachers with training that supports their development and improves the effectiveness of teaching
 - continuing to develop the skills of middle leaders so that they can improve teaching and learning in their areas of responsibility
 - equipping governors with the knowledge they need to rigorously evaluate the effectiveness of safeguarding arrangements.
- Improve teaching, learning and assessment so that all pupils make good progress from their starting points by:
 - having consistently high expectations of what pupils can achieve, including the most able
 - routinely assessing pupils' learning in lessons and addressing misconceptions so that pupils' understanding is secure
 - making accurate assessments of pupils' learning and using this information to plan work that is closely matched to the needs and abilities of individuals
 - ensuring that phonics teaching enables low-attaining pupils to catch up quickly
 - developing the use of questioning to deepen pupils' understanding
 - ensuring that spelling, punctuation and grammar skills are consistently well taught across the school
 - insisting on high standards of presentation in all pupils' work.
- Further improve outcomes in the early years by:
 - using assessment information more precisely to enable all groups of children to make the progress of which they are capable.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In the past three years, the school has grown significantly. It has converted from an infant to a primary school and now has a secure future. However, during this period of rapid change, leaders have not ensured that all teaching is consistently good and that all pupils make strong progress.
- Leaders are aware of the challenges presented by teaching pupils in mixed-age classes. They make regular checks on the quality of teaching. However, they do not focus on the extent to which pupils of different ages and abilities make progress. When observing lessons and looking at pupils' work, leaders do not evaluate the impact that teaching is having on pupils' learning sharply enough.
- Leaders track how pupils are achieving against the standards expected for their age in reading, writing and mathematics. However, they do not monitor pupils' progress from their starting points. As a result, leaders are not certain about the progress pupils are making over time.
- Teachers do not have the necessary skills to teach pupils of an increasing range of age and ability. This is because they have not had sufficient training. Teachers do not benefit from regular opportunities to share effective practice within their own school and with colleagues in other schools. Consequently, teachers do not plan work that matches the different needs and abilities of pupils closely enough.
- Following the addition of key stage 2, leaders have rightly prioritised the development of the English and mathematics curriculum. The design of the wider curriculum is less well developed. Consequently, the quality of pupils' learning across a range of subjects is variable.
- Middle leaders are new to their roles. They feel well supported by the headteacher and lead their subjects with enthusiasm. These leaders are beginning to make checks on the quality of teaching and have an accurate understanding of the strengths and weaknesses in their areas of responsibility. However, they have had limited time to make improvements to teaching and learning.
- Leaders are determined that pupils benefit from rich and varied experiences. Therefore, pupils of all ages learn to swim, enjoy specialist music lessons and develop their personal and social skills in forest school activities. Regular trips and visitors enhance the curriculum and add depth and breadth to pupils' learning.
- Staff promote pupils' spiritual, moral, social and cultural development effectively. Pupils learn about different faiths and cultures and talk confidently about tolerance and respect for others. They recognise that people have different needs, backgrounds and views and understand that it is important to treat everyone equally.
- Leaders make appropriate use of additional funding, including the pupil premium and physical education (PE) and sport premium, to enhance the curriculum. They ensure that every pupil has equal access to all aspects of school life.

Governance of the school

- The governing body has been through a period of change since the previous inspection, including the recent appointment of a new chair of governors and link governor for safeguarding. This has strengthened the capacity of governors to evaluate the effectiveness of safeguarding arrangements more rigorously.
- Governors are committed to the success of the school and want pupils to do well. They are ambitious for what the school can achieve. They have sought to strengthen their ability to hold leaders to account by appointing governors whose expertise supports the needs of the school.
- During the transition from an infant to a primary school, the governing body have worked closely with the headteacher to make key decisions about finance, staffing and the organisation of classes. Consequently, the school is well placed to take the next steps on its journey.
- The recently appointed chair of governors has an accurate understanding of the school's strengths and weaknesses. Under his leadership, governors are becoming more involved in monitoring activities. They have started to make visits to the school to gain first-hand knowledge of the school's performance.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff receive appropriate training and understand the procedures to follow should they have a concern about a child's safety or welfare. Where necessary, leaders make referrals to the relevant external agencies in a timely manner.
- Due to the small size of the school, staff know every pupil well and are sensitive to changes in pupils' mood, behaviour or appearance. Adults are attentive to pupils' individual needs. Most parents and carers agree that their children are safe and well looked after at school.
- Leaders ensure that pupils have a sound understanding of how to keep themselves safe. For example, pupils are keen to highlight their awareness of 'stranger danger' and their knowledge of how to stay safe online.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across classes and subjects is variable. As a result, pupils make steady rather than good progress from their starting points.
- Teachers' expectations of what pupils can achieve are not consistently high. As a result, not all pupils make the strong progress of which they are capable.
- Assessments of what pupils know, understand and can do are not routinely accurate. As a result, leaders and teachers have an overgenerous view of how well some pupils are achieving.
- Teachers do not plan sufficiently well for the needs of individual pupils. Although pupils of different ages receive different work, too often pupils in a year group complete the same task, regardless of ability. This slows the progress of some pupils, particularly the

least and most able.

- Adults do not routinely check pupils' understanding in lessons. Some teachers do not respond to pupils' misconceptions and use these to help them to learn. Consequently, some pupils complete work they can already do. Other pupils do not develop a secure understanding before teaching moves on. This limits pupils' progress.
- The quality of teachers' questioning is variable. Questioning does not probe and deepen pupils' understanding or support teachers in assessing and planning for learning effectively. Adults sometimes intervene too quickly to provide pupils with the answer, rather than allowing them to work it out for themselves.
- Teachers do not consistently plan work that enables the most able pupils to make rapid progress. They do not provide enough opportunities for these pupils to deepen their understanding.
- The teaching of phonics is not strong enough. Consequently, some pupils do not develop the skills they need by the end of Year 1. Low-attaining pupils do not receive sufficient support to enable them to catch up quickly with their peers. As a result, the reading and spelling skills of these pupils are weak.
- Teachers plan purposeful opportunities for pupils to develop their writing skills. Work in pupils' books shows that they write at increasing length. They make effective use of the skills they have learned in English to write in different subjects. However, teaching does not routinely address pupils' errors in spelling, punctuation and grammar. As a result, some middle-attaining pupils do not write with the accuracy expected for their age.
- The teaching of mathematics is improving. Teachers encourage pupils to practise their calculation skills, solve problems and to reason mathematically. Nevertheless, some pupils do not make good progress because teaching does not consistently build on pupils' prior learning.
- Staff promote reading across the school well. Pupils read regularly at school and at home as a result. Pupils of all abilities demonstrate a real enthusiasm for reading and talk excitedly about the types of books they enjoy. The most able pupils read with fluency and expression. They have an accurate understanding of what they read and can identify favourite authors.
- Pupils are keen to learn and have positive relationships with adults. They enjoy lessons and apply themselves well. Pupils generally produce work of a good standard although this is not consistent. Some teachers accept work that pupils have presented poorly, particularly in mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are proud of their school and value being part of a small community where everyone knows each other.
- Pupils understand the school's values of generosity, compassion, courage and forgiveness. They speak positively about the school's work to promote equality and

demonstrate a strong understanding of 'difference'. When asked if it is OK to be different at this school, one pupil told the inspector, 'absolutely, we don't see the differences'.

- The school's Christian values underpin its caring culture. Adults have created a safe and nurturing environment where pupils learn to respect each other and get along together. Pupils build friendships well and demonstrate responsible and thoughtful behaviour in lessons and around the school.
- Pupils of all ages enjoy the range of trips and extra-curricular activities on offer. They talk enthusiastically about how visits to places of interest have made learning memorable.
- Pupils say they feel safe at school and that staff know and care for them well. For example, one pupil told the inspector: 'Adults know us very well so they can tell if we are upset or not.'
- Leaders have ensured that pupils know how to stay safe online and in the wider community. Pupils talk about how to stay safe when crossing the road, opportunities to learn how to ride a bike safely and ways to stay safe when using the internet.
- Pupils demonstrate a good understanding of the different forms of bullying, including physical, verbal and cyber bullying. They say that bullying is rare and are confident that adults quickly resolve any issues that do occur. Almost all of the parents who responded to Parent View agree with this.

Behaviour

- The behaviour of pupils is good. Pupils from different age groups get along well together. They play energetically but safely at breaktimes and lunchtimes.
- Pupils' attitudes to learning are positive. They work hard, concentrate well and persevere when they find work difficult. Pupils listen attentively in lessons and settle quickly to their work. Older pupils take a pride in their work and present it neatly.
- Established routines ensure that pupils enter school at the start of the day and after play in a quiet and orderly manner. This leads to a calm and prompt start to lessons.
- Pupils are polite and courteous when talking to adults and one another. They are friendly and welcoming to visitors.
- Pupils' attendance is above average and they are punctual to school. Leaders know individual pupils and their families well and work closely with them to support pupils' good attendance.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because not enough pupils are making good progress from their different starting points in reading, writing and mathematics.
- The number of pupils who took the Year 1 phonics screening check in 2017 was too small to be able to comment without identifying individuals. Middle and high-attaining pupils currently in key stage 1 are making steady progress in developing their phonics skills. However, low-attaining pupils are making slow progress in acquiring the phonics

skills expected for their age.

- The proportion of pupils achieving the expected standard in Year 2 in 2017 was above the national average in reading, writing and mathematics. However, pupils do not make consistently strong progress from their starting points because work does not match their individual needs closely enough.
- Progress and standards across key stage 2 are variable. This is because teachers do not take into account what pupils already know and understand when they plan learning. As a result, some pupils do not make the progress they should.
- The most able pupils do not make consistently good progress. This is because teachers do not plan work that is sufficiently challenging.

Early years provision

Requires improvement

- Children start school with knowledge, skills and understanding that are typical for their age. Most children make steady progress. However, some do not make the progress needed to reach a good level of development at the end of the Reception Year. Others do not achieve the high standards of which they are capable.
- The early years leader is enthusiastic and determined to ensure that all children achieve well. However, she is new to the role and has not yet established a thorough understanding of the strengths and weaknesses in the quality of provision and children's progress.
- Adults make regular checks on children's learning. However, they do not use this information to plan activities that match children's individual needs and abilities precisely enough. Learning is not sufficiently challenging for the most able children. As a result, children do not make consistently strong progress.
- When children are working, adults do not intervene quickly enough to move their learning on. Consequently, the progress of some pupils slows.
- Children enjoy an interesting and engaging curriculum. As a result, they are enthusiastic and talk confidently about their learning. For example, during the inspection, one child explained in detail about the model he was making and another child was eager to demonstrate his counting skills at breaktime.
- Adults plan a wide range of activities that stimulate children's curiosity and imagination. Consequently, children settle to learning quickly and sustain good concentration from an early age.
- Clear routines and high expectations support children in behaving well. Children move sensibly around the indoor and outdoor learning environments. They listen carefully to adults and respond to instructions quickly.
- Adults know the children well. Relationships are strong and positive and children are cared for well. Staff model and encourage sharing and turn-taking effectively. Children work and play happily together as a result.
- The recently developed outdoor area provides children with a well-resourced space to explore the wider world and broaden their interests.
- Adults work well with parents to welcome children into school, both when they are new

to the school and at the beginning of each day. Consequently, children settle quickly and become confident learners.

School details

Unique reference number	124302
Local authority	Staffordshire
Inspection number	10049002

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Andy Summers
Headteacher	Adrian Dipple
Telephone number	01785 282228
Website	www.allsaintsranton.co.uk
Email address	headteacher@allsaints-ranton.staffs.sch.uk
Date of previous inspection	16–17 November 2010

Information about this school

- The school is considerably smaller than the average-sized primary school.
- In September 2017, the school changed status from an infant to a primary school. Current Year 6 pupils will provide the school's first key stage 2 statutory outcomes.
- In the past three years, the number of pupils has grown significantly. As a result, a notable proportion of pupils have joined the school part way through a key stage.
- There are three classes. One class is for Nursery and Reception children. The other two are mixed-age classes for Years 1, 2 and 3 and Years 4, 5 and 6.
- Almost all pupils are from a White British background.
- The proportions of disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities are well below the national averages. The proportion of pupils with statements of special educational needs or education, health and care plans is above the national average. There are not enough of these pupils to comment on their attainment and progress without identifying them.

Information about this inspection

- The inspector observed pupils' learning in 13 parts of lessons. Eight of these observations were undertaken jointly with the headteacher.
- The inspector observed pupils' behaviour in lessons and at breaktimes and lunchtimes. She spoke formally with a group of pupils as well as talking to pupils in lessons and around school.
- The inspector listened to a group of pupils read and talked to them about their reading.
- The inspector and school leaders jointly examined the quality of work in pupils' English, mathematics and topic books.
- Discussions were held with the headteacher and middle leaders. The inspector met with six school staff to gather their views on safeguarding, school improvement, professional development and pupils' learning.
- The inspector met with the chair of the governing body and two staff governors. A telephone conversation was held with a representative from the local authority.
- The inspector reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about pupils' progress, records relating to safeguarding and attendance, minutes of governing body meetings and information on the school's website.
- The inspector took into consideration the 24 responses to Parent View, Ofsted's online questionnaire. She also spoke to parents at the beginning of the school day.

Inspection team

Claire Jones, lead inspector

Her Majesty's Inspector

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