

# Inspection of All Saints' CofE First School

School Lane, Church Leigh, Stoke-On-Trent, Staffordshire ST10 4SR

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Inspection dates: 7 and 8 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

## **What is it like to attend this school?**

Pupils enjoy attending this friendly, nurturing school. They feel safe and treat each other with respect. Staff and pupils describe the school as having a 'family' feel to it. Despite the school being significantly impacted by the COVID-19 pandemic, parents and carers praise how leaders have managed, 'a difficult couple of years for the school'.

All staff have high expectations of all pupils. Pupils are supported successfully to achieve well. Pupils are keen to do their best and behaviour throughout the school is good. Pupils are focused and calm in class. They get on well with each other during breaktimes. Pupils know that adults will take appropriate action if bullying occurs.

Pupils enjoy the wide range of activities the school offers. For example, older pupils went on a residential visit to Laches Wood and a day visit to Lichfield Cathedral. Pupils also take part in inter-school competitions, including cross-country running events.

Pupils have an excellent understanding of how to keep their minds and bodies healthy. They know about different types of families and learn about positive relationships. They learn about a range of cultures and religions and how the beliefs of others may be different to their own.

## **What does the school do well and what does it need to do better?**

Leaders are developing their curriculum in all subjects. Most subjects clearly state the knowledge that pupils need to learn from early years to the end of Year 4. The curriculum is ambitious and covers a broad range of subjects. There is effective support for pupils with special education needs and/or disabilities. This ensures that these pupils learn as well as their peers. Consequently, most pupils achieve well. However, leaders are aware that some aspects of the curriculum require further development, including how staff use assessment to inform next steps. Leaders are in the process of bringing these revisions about.

Leaders prioritise reading. A new phonics scheme has been introduced recently and new resources purchased to support this. Children begin learning phonics in the Nursery class. Teachers make reading vibrant and fun. They ensure that the majority of pupils can remember the sounds they have learned. Teachers give pupils extra support with their reading if needed. This means pupils catch-up quickly. Parents support the school's work to teach pupils to read by regularly listening to their children read at home.

Staff focus on children's communication and language development. They skilfully adjust their communication style according to children's needs. This includes the expert modelling of the correct language. Children learn songs, nursery rhymes and listen to stories. Children learn to recognise numbers and count objects. Practical

activities help pupils understand the world around them; for example, growing sunflowers to show support for Ukraine involved a discussion about the different parts of a plant. Children confidently discussed what plants need in order to grow well. These and other activities ensure that children are well-prepared for the move to Year 1.

The special educational needs coordinator (SENCo) supports staff to identify any additional needs that pupils may have. Teachers quickly implement the help pupils need to access the curriculum. As a result, pupils' needs are well met.

The personal development curriculum is carefully planned. Through regular lessons and assemblies, pupils learn to understand the school's values of resilience, empathy, self-awareness, perseverance, excellence, communication and teamwork (RESPECT). Pupils demonstrate these values in action.

Staff are proud to work at All Saints'. They appreciate the attention leaders and governors give to staff workload. Governors and trustees have a clear and accurate picture of the school's strengths and areas for development. They are effective in checking the school's work and holding leaders to account. Leaders value the support provided from the multi-academy trust. Together, all stakeholders are committed to meeting the needs of pupils and families in the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand that it is everyone's responsibility to keep pupils safe. Staff and governors benefit from regular safeguarding training. They are knowledgeable about what to look out for and what to do if they are concerned about a pupil's welfare. Leaders make sure that the recruitment checks on staff are carried out rigorously.

Pupils say the school is a safe place to be, and parents agree. Pupils know how to stay safe online. They are also shown how to get along with and respect the views of others.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Curriculum development has been hampered by the COVID-19 pandemic. Consequently, not all subjects are as well planned and implemented as they could be. Leaders should ensure that all staff receive appropriate support to help them strengthen their curriculum delivery in those subjects that are less well developed.
- Not all staff have been trained to teach the school's new approach to reading. They should also ensure that all staff are confident and skilled in teaching the school's new phonics scheme.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143959
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10226937
<b>Type of school</b>	First
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sid Slater
<b>Headteacher</b>	Andrea Kenny
<b>Website</b>	<a href="http://www.allsaints.school">www.allsaints.school</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened on 1 January 2018.
- The school has provision for two-year olds in its pre-school and these children attend on a part-time basis.
- The school is part of the Diocese of Lichfield. The predecessor school had its last section 48 inspection in January 2012. The school's next section 48 inspection is due to take place in the next academic year.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, a senior teacher who is the SENCo, staff and representatives from the governing body and the multi-academy trust.

- Inspectors carried out deep-dives into these subjects: reading, mathematics, science and geography. Inspectors looked at the curriculum, visited lessons, reviewed pupils' work and met with staff and pupils to discuss learning.
- Inspectors considered the responses to Ofsted's online survey for staff. They also considered responses to Ofsted Parent View.
- Inspectors scrutinised a wide range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The inspector spoke to the safeguarding lead about the recording and reporting of any safeguarding incidents.
- The lead inspector also checked the school's website.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty's Inspector

Rachel King

Ofsted Inspector

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