

Inspection of All Saints CofE (C) Primary School

Furlong Close, Alrewas, Burton-on-Trent, Staffordshire DE13 7EF

Inspection dates: 28 and 29 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Inadequate

Previous inspection grade

Requires improvement

What is it like to attend this school?

All Saints is a happy school. Pupils say they like school because they enjoy learning new things. Staff teach pupils the school's values which are taken from the Bible. These include friendship, love and trust. As a result, the school has a respectful culture. Pupils care about their school. For example, pupils asked leaders if they could pick up litter on the field at breaktime.

Behaviour in class and around the school is good. The school provides strong support for pupils who have emotional difficulties through a counselling programme. Pupils say bullying does not worry them. If they are upset, they know staff will sort it out quickly.

Leaders have high expectations for what pupils can achieve, both in the classroom and beyond. However, these expectations are not always realised. On some occasions, teachers give pupils work that is too easy for them. This is particularly so in Nursery and Reception. This hinders pupils' learning.

The school helps to prepare pupils to become active citizens. For example, they can be a member of the school council, a worship leader or part of the eco-group. Pupils raise money for charity and collect food for the Lichfield food bank. Pupils value these experiences.

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

Leaders have thought carefully about the subjects that pupils learn. All pupils, including those with special educational needs and/or disabilities (SEND), follow a wide range of subjects. The curriculum is well planned and sequenced. For example, in geography, pupils build on their learning year on year. In Year 2, the work pupils complete on human and physical features is further developing their knowledge and understanding from Year 1.

The teaching of early reading is a school priority. Every classroom has a reading area. In the spring term, an author visited the school. The school held a competition for pupils to design a character for the author's new book. There is an effective reading programme in place. This starts in Nursery. Leaders check how well pupils are achieving. They put help in place quickly for those who need it. As a result, pupils are developing into confident and fluent readers.

Many teachers do not use what they know about how well pupils are achieving to plan new learning well enough. As a result, teachers do not provide pupils with work that enables them to build on their prior learning. This means that the work set is not always demanding enough and does not help pupils to make the progress they should. For example, in mathematics, pupils have limited opportunities to develop their problem-solving or reasoning skills. This limits their progress.

Subject leaders are keen to improve their subjects. However, some of them lack the

leadership skills and experience to develop their subjects further. They have not checked how effectively their subject curriculum is being delivered well enough. This has led to an inconsistency in the delivery of the curriculum.

In early years, leaders have a weekly plan for what children will learn. It covers all areas of learning. However, staff do not use these plans well enough to match activities to children's abilities. Staff's expectations of what children can achieve are too low. Activities lack purpose. Staff do not engage with children often enough. This limits the development of their speech and language. Children lack opportunities to work independently. Children's number formation is not improving. As a result, children are not well prepared for Year 1.

Pupils with SEND achieve well. They are well cared for. The special educational needs coordinator leads this aspect of the school well. Staff use pupils' SEND action plans effectively to support their learning. They are reviewed regularly and help pupils to make good progress.

Typically, pupils engage well in their learning. Relationships in the school are based on mutual respect. As a result, the school is calm and orderly. Leaders promote pupils' personal development well. During breaktime and lunchtime, pupils keep themselves physically active by playing football, cricket, table tennis or playing on the tyres. The school provides a range of clubs to develop pupils' talents and interests. This includes sports and music. Many pupils learn to play musical instruments. Pupils have a developing understanding of democracy, and they can relate this to the school council. However, their knowledge of different faiths, beliefs and cultures is more limited.

Senior leaders have a realistic and accurate view of the school's strengths and areas for development. The new headteacher has already started to effectively address some of these. Staff have confidence in the headteacher to bring about the necessary changes. Governors share this confidence. Staff's morale is high.

Governors are committed to the school and its pupils. They provide an effective balance of support and challenge to leaders. For example, they made sure that leaders kept parents informed about the impact of the recent staffing restructure on the deployment of class teachers.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe in school is the responsibility of everyone. Leaders make sure that all staff have the appropriate training. When staff report concerns, they are confident that leaders will deal with them effectively. Leaders work well with external agencies. This means that families get the help they need at the right time.

The school completes all the appropriate checks on adults who work at, or visit, the school.

Pupils are taught how to keep themselves safe through the curriculum, assemblies and visitors coming into school to speak to them. This includes online safety. As a result, pupils say they feel safe. Parents agree.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, teachers do not provide pupils with work that is based on what they know and can do. This means that some pupils find the work too easy and limits the progress they make. Leaders need to make sure that teachers use assessment information effectively to provide pupils with work that is appropriately demanding across all subjects and enables them to build their knowledge well over time.
- Some subject leaders do not have the required leadership skills or experience to develop their subject effectively. Their role in checking the quality of learning in their subject area is underdeveloped. This is contributing to the inconsistency in the quality of implementation of the curriculum. Leaders should support teachers in the development of their role as subject leaders to ensure that they have the appropriate skills and knowledge to be able to successfully monitor and evaluate the effectiveness of their subject areas.
- The implementation of the early years curriculum is not meeting children's needs. Planned activities lack focus and clear intent and so are not purposeful. Learning lacks the challenge necessary to help pupils make progress. Children are not confident in using and understanding number. This means that they are ill-prepared for the next stage of their learning. Leaders need to make sure that staff are knowledgeable about the areas they teach and can present information clearly to children so that they have the knowledge and skills they need to be successful in Year 1.

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

Unique reference number	124231
Local authority	Staffordshire
Inspection number	10241245
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	215
Appropriate authority	The governing body
Chair of governing body	Susan Durrant
Headteacher	Eleanor Wilson
Website	www.allsaints-alrewas.staffs.sch.uk/
Date of previous inspection	13 and 14 November 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed in April 2022.
- The school makes use of one alternative provision.
- The school is in the Diocese of Lichfield. Its most recent section 48 inspection took place in June 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the most recent one.

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 this into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders, members of the governing body, including the chair, staff and pupils. The lead inspector spoke on

the telephone to a representative of the local authority.

- Inspectors spoke to parents at the end of the school day.
- The inspectors carried out deep dives in reading, mathematics, art and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors talked to pupils at unstructured times during the day.
- The inspectors evaluated a range of school documents and looked at information on the school's website.
- The lead inspector checked the single central record and met with the school's safeguarding leader.
- The inspectors reviewed the responses to Ofsted's staff survey and pupil survey. The inspectors also considered the responses to the online survey, Ofsted Parent View, including free-text responses.

Inspection team

Lesley Yates, lead inspector

Ofsted Inspector

Susan Ray

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022