

Inspection of All Saints CofE (C) Primary School

Tatenhill Lane, Rangemore, Burton-on-Trent, Staffordshire DE13 9RW

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils thrive at All Saints CofE Primary School. They enjoy learning in exciting and interesting lessons. School leaders are ambitious for pupils. The pupils work hard and reach these expectations.

Behaviour in school is exemplary. Pupils have a superb understanding of the behaviour rules. Pupils concentrate hard in lessons: they are resilient and work hard. Pupils work with commitment to their learning in an atmosphere of kindness and mutual respect within lessons. Pupils are exceptionally respectful of each other and the adults in school. They treat others in the way they expect others to treat them. Older pupils take care of their younger peers if they have any worries or concerns. Bullying is not tolerated. Pupils feel safe in school. They recognise staff go the extra mile to keep them safe. Pupils learn about how to stay safe online and in the community.

Pupils live by the school motto, 'Hand in hand with God we love, learn and achieve'. A school parliament teaches pupils about British values, such as democracy. Leaders have constructed a rich and far-reaching wider curriculum. Pupils have tremendous opportunities, which support and enhance their personal development. For instance, pupils are challenged to complete 101 experiences before they leave the Forest Family. These include activities ranging from a worship retreat to a going on a train journey.

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

Leaders have ensured that children in Reception get a sound start to their education. Early Years leaders have researched and introduced an enhanced curriculum. The curriculum has its roots in educational research. It is the starting point for all other learning in school. Children start to learn to read soon after they join the school.

Learning in Reception is magical. Staff help children use the indoor and outdoor classrooms well to support their learning and development. Leaders have created a culture with language and communication at its heart. This helps children to successfully expand their vocabulary. Many children are well prepared to progress into Year 1 by the end of Reception.

Leaders and staff have prioritised reading at All Saints. Trained staff teach pupils to learn to read and pupils develop into fluent readers. Those who fall behind in their reading receive extra support to ensure they catch up. Teachers read daily to pupils. They bring stories to life for pupils by reading with enthusiasm and expression. As they progress through school, pupils develop a love of reading. They read and enjoy books from a wide range of authors and genres.

School leaders have created an ambitious curriculum for pupils. Each subject follows a well-structured sequence of learning. Teachers focus on the key knowledge pupils need to remember. Pupils' learning builds on what they already know. This helps pupils to know and remember more over time. Teachers make checks on what pupils have learned during lessons and formally at the end of each term. However, teachers' checks in lessons are not always effective. Sometimes they do not provide teachers with a clear picture of what pupils have understood. Leaders do not build and update their analysis of how well the curriculum is being delivered. This means that they cannot offer all teachers the timely advice and guidance they need to improve further.

Pupils' behaviour in lessons is exceptional. Learning takes place in an atmosphere of mutual respect. Classrooms are a buzz of productivity and purpose. Pupils are resilient and committed and have an absolute thirst for learning. Staff and pupils get on exceptionally well. They work together with dedication and commitment. There is no disruption in lessons. Pupils pride themselves on being always polite and courteous around school.

Staff go the extra mile to support the personal development of all pupils. Parents recognise and value this. This work is highly effective and exceptionally successful. Pupils enjoy the wide range of trips and activities which are on offer, such as the pupil parliament and the 101 experiences. Breakfast club helps pupils to get off to a good start to their day. One parent commented, 'This is an incredible school that has shaped my son into a well-rounded individual ready for high school.'

Pupils with special educational needs and/or disabilities (SEND) make good progress. Adults provide effective and timely support. This helps pupils with SEND learn the same ambitious curriculum as their peers. Leaders provide additional support from a range of specialist outside agencies.

Those responsible for governing the school have a clear strategic vision. The vision has its roots in the Christian values which underpin school life. Governors discharge their legal duties well. They carefully consider equalities and the protected characteristics within the Equality Act 2010. Governors and trustees support and hold leaders to account in equal measure. There is diligent spending of extra funding to support specific groups of pupils, such as SEND and the disadvantaged.

Staff recognise the consideration given by leaders to their well-being. They know leaders have worked relentlessly to successfully reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding in school. Staff and governors receive regular training on safeguarding. All safeguarding training is up to date and carefully logged. Staff are well informed about the latest safeguarding requirements. Staff meetings contain weekly safeguarding updates. This helps staff keep their focus on

safeguarding. Staff are vigilant. They record all identified safeguarding concerns. Leaders in school are quick to follow these up.

Required safeguarding checks take place before staff begin work at the school. The checks are meticulously recorded. Safeguarding leaders collaborate well with other key partners to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have a clear understanding of how well teachers are implementing the curriculum in all subjects. This means that some teachers do not know how they could improve further, so that pupils learn the curriculum even more effectively. Leaders should ensure that all subjects are subject to the same high-quality monitoring, so that staff can be better supported in terms of the implementation of the curriculum, so that pupils learn even more effectively.
- Leaders have not ensured that teachers make accurate checks on pupils' understanding and knowledge. This means that teachers do not always know what pupils know and remember. Leaders should ensure that teachers check pupils learning effectively, so that they can address any gaps in understanding promptly.

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.

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	146295
Local authority	Staffordshire
Inspection number	10240860
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	Board of trustees
Chair of trust	Gareth Moss
Executive Headteacher	Matthew Baxter
Website	http://www.theforestfederation.co.uk/
Date of previous inspection	10 November 2021, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a substantive executive headteacher has taken up post.
- The school is a part of the John Taylor Multi-Academy Trust.
- The school uses no alternative provision.
- All Saints has a Christian religious character. As such, it last received a section 48 inspection of its denominational education and collective worship on 4 February 2016. The school's next section 48 inspection will not take place during this academic year.
- The school runs the Acorns before- and after-school club.
- The school is federated with Needwood Church of England Primary School. Together the two schools form 'The Forest Family'. The schools share a local governing body and a headteacher.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and acting deputy headteacher. They met with the early years leader and mathematics leader from the Forest Family. In addition, the lead inspector spoke with the school improvement partner from the trust who has been working with the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. In the deep dives, 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 a sample of pupils' work.
- The inspectors met with those responsible for leading safeguarding arrangements at the school. They also discussed arrangements for safeguarding with a range of staff to check the effectiveness of safeguarding in the school. In addition, they scrutinised training logs and records of actions taken to keep pupils safe.
- The inspectors considered the responses to Ofsted surveys of staff, pupils and parents.

Inspection team

Declan McCauley, lead inspector Ofsted Inspector

Devinder Riat Ofsted Inspector

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