

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND INFANT
SCHOOL**

Ranton, Staffordshire

LEA area: Staffordshire

Unique reference number: 124302

Headteacher: Mrs D Richardson

Lead inspector: Derek Watts

Dates of inspection: 4 and 5 July 2005

Inspection number: 272945

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4 to 7
Gender of pupils: Mixed
Number on roll: 34

School address: Bourne Avenue
Ranton
Stafford
Staffordshire

Postcode: ST18 9JU

Telephone number: 01785 282228
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Appropriate authority: Governing body
Name of chair of Mrs S Tunley
governors:

Date of previous 26 to 28 April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

All Saints CE Infant school is situated in the village of Ranton in Staffordshire. This rural school is much smaller than average and has just two classes, one for the children in reception and one for Year 1 and Year 2 pupils. Most of the pupils are from a White British background with a few from other White backgrounds. The proportion of pupils with special educational needs is below the national average. The nature of special educational needs includes specific learning (dyslexia), moderate learning and speech or communication difficulties. There are no pupils in the school with English as an additional language. The socio-economic circumstances of the school's intake are above average. The proportion of pupils who join the school after the normal starting time is above average. However, the proportion that leaves the school is below average. Children's attainment on entry can vary from year to year because of the differences in the composition of small year groups. In the current reception class, attainment on entry is above average while the pupils in the current Year 2 entered the school with average attainment. The school received a Dyslexia Friendly Charter Mark in 2003 and a Bronze Echo School Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	English Science Information and communication technology Design and technology Geography History
9770	John Baker	Lay inspector	
22359	Jean Havard	Team inspector	Foundation Stage Mathematics Art and design Music Physical education Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints Church of England Infants is a good school. Pupils achieve well and standards in the current Year 2 are above average. The quality of teaching and learning is good with very good features. The school is well led and managed. The very positive ethos is a major strength. Inevitably, the cost of running a school of this size is high. Satisfactory value for money is provided.

The school's main strengths and weaknesses are:

- Provision in reception is good and children get a good start to school.
- Pupils achieve well and standards in English, mathematics and science are above average.
- The outdoor environment and facilities are excellent.
- A very positive school ethos leads to very good attitudes, behaviour and relationships.
- There are some weaknesses in the planning of the curriculum.
- The analysis of data and evaluation of performance are not always rigorous enough.
- The partnership with parents is good and the links with the community are very good.

The school was last inspected in April 1999 and satisfactory improvements have been made since then. Higher attainers are now suitably challenged in mathematics. The assessment of pupils' ICT skills is now satisfactory. Improvement planning is now sound, but takes place on an annual basis with no longer-term strategy. Annual reports now include targets but some of these focus on pupils increasing effort rather than on specific knowledge or skills to work on. Procedures for registers are now satisfactory. There have been significant improvements to the accommodation recently with a new classroom, staffroom and office area. The school has maintained good teaching and learning and so pupils continue to achieve well. Pupils' attitudes and behaviour have improved from good to very good. Effective leadership and management have been maintained.

STANDARDS ACHIEVED

Pupils' achievement is good. Children's attainment on entry to the school varies from year to year. While it is above average in the current reception class, it was broadly average for the current Year 2. Children in reception achieve well in all areas of learning and standards are well above average in terms of children meeting the expected learning goals. Care has to be taken when interpreting national test results in a small school because one pupil's performance represents a high proportion of a year group's results. The school's national test results for Year 2 in 2004 were well above average in reading and writing and above average in mathematics. This was a higher attaining year group than usual, and pupils did particularly well in reading. In the recent past, pupils achieved less well in mathematics than in reading and writing, but standards in the current Year 2 indicate that pupils are now achieving as well in mathematics as they are in English.

Results in National	all schools	similar schools
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Curriculum tests at the end of Year 2, compared with:	2002	2003	2004	2004
Reading	A	A*	A*	A*
Writing	B	B	A	A
Mathematics	B	B	B	C

Key: A - top 5%; A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the current Year 2, standards are above average in speaking and listening, reading and writing, mathematics and science. All groups of pupils, including higher attainers and those with special educational needs, are achieving well due to good teaching. The current Year 2 has a higher than usual proportion of pupils with special educational needs, which is why standards are not as high as last year's test results. Pupils are achieving less well in ICT because of insufficient regular opportunities to acquire and practise a full range of skills. Standards are, however, well above average in swimming due to regular sessions in a local indoor pool and very good teaching.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to learning and participate very well in the activities provided. Behaviour is very good in lessons and around the school. Relationships between pupils, and between adults and pupils, are also very good. Attendance levels are good and are above the national average. Pupils like coming to school and so punctuality is very good.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching and learning are good with very good examples in both the reception class and in the Year 1/2 class. Tasks are well matched to pupils' needs so all groups of pupils are suitably challenged and make good gains in their learning. The curriculum is satisfactory, but teaching time is below national recommendations, which means that subjects such as ICT, design and technology and geography are underrepresented. However, a good range of additional activities including swimming, French and German, enriches the curriculum. The outdoor environment and facilities are excellent. Play equipment such as a Viking boat, musical train and climbing apparatus are outstanding. There is a well-developed natural area, a pond and attractive tree planting schemes. These all make a very useful contribution to pupils' creative, scientific and physical development. The grass areas, flower and shrub borders are very well maintained. Every child has created a floral hanging basket and these are proudly displayed at the front of the school. Care, guidance and support for pupils are very good. Partnerships with parents and other schools are good and links with the community are very good. Parents and the community contribute particularly well to the outstanding school grounds.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and staff have created a very positive school ethos for all pupils to learn. The school has clearly gained the confidence of its parents and the community. Leadership roles are effectively shared between the teachers, who lead by example in their teaching. Teaching and learning are monitored and developed well. While satisfactory, there are some weaknesses in the

analysis of assessment data and in the evaluation of the school's performance. The school's reporting of its performance tends to be descriptive rather than giving a clear of evaluation of provision and standards. Communication and the day-to-day management of the school are effective. Governance is good; all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are extremely positive. They are particularly pleased with leadership and management, fairness, the range of additional activities, the way staff encourage pupils and induction procedures. Pupils are proud of their school and enjoy the activities on offer.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Revise teaching time and the planning of the curriculum so that all subjects receive sufficient attention.
- Analyse assessment data and evaluate the school's performance with more rigour.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school, all groups of pupils, including higher attainers and those with special educational needs, are achieving well. Standards in the current reception class are well above average. In the current Year 2, standards are above average overall.

Main strengths and weaknesses

- Children in reception achieve well in all areas of learning.
- In Year 2, pupils achieve well and attain above average standards in English, mathematics and science.
- Pupils achieve less well in ICT.
- Pupils achieve very well in swimming and attain well above average standards.

Commentary

1. Children's overall attainment on entry to the school can fluctuate from year to year because of variations in the composition of small year groups. The current reception group entered the school with above average attainment while the current Year 2 was broadly average. In the current reception class, standards are well above average in all areas of learning. Children of all abilities are achieving well due to good teaching and effective support.
2. In the 2004 National Curriculum tests for Year 2, the school's results were well above the national average in reading and writing and above average in mathematics. The results in reading were particularly high and in the top 5% of schools nationally. When compared to similar schools, reading and writing results are well above average but mathematics results are only average. This Year 2 was a particularly high ability year group.
3. During the last three years, reading results have been consistently well above average, and they were in the top 5% of schools in 2003 and 2004. In writing, results were above average in 2002 and 2003 and rose to well above average in 2004. There has been a clear upward trend in the reading and writing results. The recent results indicate that pupils have achieved well from their above average attainment on entry to the school. In mathematics, results have been above average during the last three years. While reading and writing results have shown an upward trend, the trend in mathematics has been a slight decline. The mathematics results indicate that pupils have achieved satisfactorily in mathematics and therefore not as well as in English. The school's analysis of test data is not sufficiently objective and rigorous enough to identify trends in results and explain the differences between results with the same year group.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
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reading	19.0 (18.6)	15.8 (15.7)
writing	17.0 (15.7)	14.6 (14.6)
mathematics	17.1 (17.2)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

4. In the current Year 2, standards are above average in speaking and listening, reading and writing. Standards are also above average in mathematics and science. Most pupils, including higher attainers and those with special educational needs, are achieving well. This good achievement is because of the good teaching and support that pupils receive. Standards in the current Year 2 are not as high in reading and writing as last year's test results. This is because the current Year 2 is a small group with a higher proportion of pupils with special educational needs. The attainment on entry to the school of the current Year 2 was broadly average. In the current Year 2, pupils have achieved as well in mathematics as in reading and writing.
5. Pupils are achieving less well in ICT and the standards seen are broadly average. The study of pupils' work and the lessons seen indicate that pupils do not have sufficient regular opportunities to acquire, practise and apply the required skills.
6. Standards in swimming are well above average because pupils have regular weekly sessions at an indoor pool at a local school. The pupils receive very good teaching and tuition. Most can already swim 25 metres or more by Year 2, even though this is the nationally expected standard for pupils in Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good and are a strength of the school. Spiritual, moral, social and cultural development is very good overall. Attendance is good and punctuality is very good.

Main strengths and weaknesses

- Pupils enjoy coming to school and their attitudes to learning are very good, which helps them to achieve well.
- Pupils behave very well in the classroom and around the school.
- Personal relationships are very good and are a result of the school's Christian ethos of caring for others.
- Attendance is well promoted and parents provide good support in this area.

Commentary

7. Pupils show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks which ensure that all abilities are well provided for. Children in reception are achieving well in personal, emotional and social development.
8. Standards of behaviour are very good in the classroom and around the school. All pupils discuss the school rules and are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing

right from wrong and showing consideration for others. No signs of aggressive behaviour were seen and there is no bullying. There have been no exclusions in the school.

9. Relationships between pupils are very good. They play harmoniously together and work very well together in groups, as was seen in the school concert. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
10. Spiritual development is promoted very well through assemblies, religious education and other lessons and by providing opportunities for spiritual awareness. For example, pupils write their own prayers and appreciate the beauty of the grounds. Moral and social development is embedded in the Christian ethos of the school and is delivered informally through daily contact with staff as well as through assemblies, personal, social and health education lessons and circle time.
11. Cultural development is good and awareness of the pupils' own heritage is enhanced by visits to local places of interest and through talks by visitors. Other religions are explored in religious education lessons and awareness of other cultures developed through Cultural Day and visiting a primary school in Stoke with a significant number of ethnic minority pupils.
12. Attendance was well above average for the last complete reporting year and is above average for the current year with no unauthorised absences. Parents are fully aware of the school's expectations for regular attendance and also ensure that their children arrive punctually.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching and learning are good. The curriculum is satisfactory but is enhanced by a good range of additional activities. Provision for ensuring pupils' care, welfare, health and safety is very good and the school provides pupils with good support and guidance. There are good partnerships with parents and other schools. The links with the local community are very good.

Teaching and learning

Teaching and learning are good throughout the school. Assessment and its use are satisfactory.

Main strengths and weaknesses

- Lessons are well planned.

- Teachers use a range of techniques effectively to promote pupils' learning.
- Children and pupils are very well managed and very good relationships are established.
- ICT is not used sufficiently to support teaching and learning.

Commentary

13. The teaching and learning seen during the inspection were never less than good and there were examples of very good teaching in both the reception class and in the Year 1 and 2 class. Teaching and learning are effectively monitored and developed and the consistently good teaching contributes to pupils' good achievement. The school has maintained the good teaching and learning reported at the last inspection.

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. Teachers have a secure command of the areas of learning in the Foundation Stage curriculum and the subjects of the National Curriculum. Lessons are well planned and organised. Clear learning objectives are identified and these are shared with the pupils so they know what they are expected to learn. In the main, teachers' planning takes good account of the different attainment and needs within a class. As a result, tasks are well matched to pupils' needs and all groups, including higher attainers and those with special educational needs, are suitably challenged and make good progress.
15. A good range of teaching methods and techniques are used to promote pupils' learning. Teachers' demonstrations, explanations and instructions are clear and informative. Pupils are keenly interested and watch and listen to these with interest. They make good gains in acquiring new knowledge and understanding. Effective questioning is used to challenge the pupils' thinking and to check their understanding. Pupils respond very well to teachers' questions and prompts. By Year 2, many pupils are articulate and are eager to share their experiences or new learning. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, and particularly that of pupils with special educational needs.
16. Teachers and support staff know the pupils very well at All Saints. High expectations of learning, conduct and behaviour are established and all pupils respond very well to these. The relationships between teachers and pupils are very warm and constructive. As a result, pupils are confident and relate very well to others. Most pupils demonstrate the ability to work well both collaboratively and independently as required. Pupils are managed very well and they display very good attitudes and behaviour. The very positive working atmosphere created in the classrooms and around the school contributes considerably to pupils' good learning and achievement.
17. The study of pupils' work and the lessons seen indicate that ICT is not used sufficiently to support teaching and learning. The school is having digital projectors and computer-linked whiteboards installed in both classrooms to enhance teachers' presentations and demonstrations of computer operations and techniques. However, these are not

yet operational. Computers in the classroom were not used fully during the inspection and where they were, the tasks were not always well matched to pupils' needs.

18. The school has effective systems for assessing pupils' attainment in English and mathematics. In these subjects, assessment data is used well to plan the next stages of pupils' learning. Assessment in ICT is less effective because it is not continuous and the assessment criteria are not sufficiently matched to pupils' different levels of attainment. Marking is satisfactory overall. It is best in English, where praise and encouragement are given for good work. Furthermore, guidance is given to help pupils to improve. Marking is less though in other subjects.

The curriculum

The curriculum is satisfactory overall. Good opportunities are provided for enriching the curriculum. Accommodation and resources are good overall with outstanding outdoor provision.

Main strength and weaknesses

- Teaching time is below recommendations and this adversely affects the balance of the curriculum.
- Provision is good overall for pupils with special educational needs.
- A wide range of activities enriches the curriculum.
- The outdoor environment and outdoor equipment are excellent.

Commentary

19. In the reception class, all areas of learning of the Foundation Stage curriculum are given appropriate attention. The provision is good and this enables children to achieve well in all areas of learning. In Years 1 and 2, all National Curriculum subjects plus religious education are taught. However, there are weaknesses in the balance of the subjects because insufficient time is devoted to teaching. It is recommended that 21 hours are allocated to teaching. The school's timetable has 20 hours for teaching the National Curriculum subjects and RE and one hour per week of this time is taken up with pupils being transported to and from the swimming pool. This deficit of teaching time results in subjects such as design and technology, ICT and geography receiving insufficient time and attention.
20. There is a strong commitment to equal opportunities. All pupils have equal access to learning activities and all are fully included in all aspects of school life and are well prepared for the next stage of their education. All the pupils are valued and their individual needs are well catered for. The provision for pupils with special educational needs is good. The school also makes good provision for gifted and talented pupils. Those with talents in music and physical education are given well-focussed opportunities to develop their potential. This was evident, for example, in the concert performed by the whole school during the inspection.
21. The range of additional activities available is good. The school has been innovative in introducing modern languages and swimming. All pupils have the opportunity to learn French and German. Pupils have weekly swimming sessions at an indoor pool in a local school. As a result, pupils are confident swimmers and standards are well above

average. A good range of visits and visitors to the school enhance the curriculum and extends pupils' learning. For example, the pupils visit 'Blists Hill' to experience Victorian life.

22. There have been significant improvements to the school's accommodation with the addition of a new reception classroom, staffroom and office. This new extension has enabled the school to use one of the original classrooms as a small hall and the old staffroom has been converted into an attractive and well-resourced library. The learning resources are good overall. The school has a generous ratio of teaching and support staff to pupils.

Example of outstanding practice

Promoting learning through an excellent outdoor learning environment.

The outdoor environment and playground equipment are excellent. Over the years a great deal of vision, planning and effort has gone into the development of the school grounds. The gardens are very attractive, with beautiful flower borders, shrubs, pergolas and hanging baskets to welcome visitors to the school. Members of the school and local community are fully involved in maintaining the beautiful grounds, including governors, parents and pupils. Each child has produced a floral hanging basket and these are proudly displayed at the front of the school. There is a well-developed natural area with a pond. The school has a range of attractive trees including ash, oak and copper beech. These facilities are used well in scientific studies and contribute well to pupils' spiritual development as they show their appreciation of wildlife and the natural world. The grass and asphalt areas are all well maintained. The playground equipment is of a high standard and unique to All Saints. The well-designed climbing frames with attractive water featured safety surface provide a very good resource for physical development. A very attractive Viking ship, musical train and Rosie and Jim narrow boat made by the parents all provide excellent opportunities for children's language and creative development. This school's grounds are a model to any school.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety and provides pupils with good support and guidance. The involvement of pupils in the work of the school and its development is satisfactory.

Main strengths and weaknesses

- Good health and safety procedures ensure that pupils work in a healthy and safe environment.
- The very good care given to pupils ensures that they feel secure.
- The good support and guidance given to pupils helps them to achieve well.
- Good induction arrangements ensure that pupils settle in well.

Commentary

23. Health and safety procedures are good and all routine testing is up-to-date. The whole premises are checked every six months and outcomes resolved with appropriate urgency. The caretaker is very diligent in carrying out her duties and inspects the premises daily before the start of the school day. She also checks with staff daily for any issues. First aid provision is very good and all accidents are recorded in the accident book.

24. Child protection procedures are good and all staff, including teaching assistants, are fully aware of them and their importance. The school knows which outside agencies to contact should the need arise.
25. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The monitoring of pupils' personal development utilises the early learning goals in the Foundation Stage and is done informally in the Year 1/Year 2 class, where staff know their pupils extremely well. All parents confirm that their children are well cared for and are very happy to come to school.
26. Pupils with special educational needs receive very good guidance and support for their personal development and are confident they can always depend on adult help when they need it. Guidance and support for their academic development are good, with effective use made of their individual education plans (IEPs).
27. Induction arrangements are good and ensure that pupils settle happily into school. At present, these include staggered entry with pupils starting school in the term after their fourth birthday. An older pupil in the class is assigned to each newcomer, looks after them and helps them to settle in. All parents confirm that they are very satisfied with the arrangements for settling in.

Partnership with parents, other schools and the community

The school has good links with parents and other schools and very good links with the community.

Main strengths and weaknesses

- Parents are well informed about the school and the curriculum but receive insufficient information about their children's attainment and progress in annual reports.
- The good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- Parents have extremely positive views of the school.
- The very good links with the community help to enrich the curriculum and make pupils aware of their culture.
- The good links with other schools help to enhance the curriculum.

Commentary

28. Parents are well informed about the school through the prospectus, fortnightly newsletters, frequent other correspondence and the parents' notice-board. They are also well informed about the curriculum through termly class topics, letters and parents' evenings, for example, the recent parents' evening on Dyslexia Friendly Schools.
29. Parents have good opportunities to discuss their children's standards and progress at termly consultation evenings and are welcome to discuss concerns at other times. However, pupils' annual reports, although stating what pupils can do, have very few

comments on progress and standards. Also comments on what pupils need to do to improve are mostly very vague and unhelpful to parents.

30. Parents provide help in the classroom when needed and very good support on trips and visits. Parents also help in many other ways including running cycling proficiency sessions, painting the school buildings, the playground equipment and raising substantial funds for the school through the Parents' Teachers' & Friends' Association. Parents indicate their strong support for the school and their children's learning through excellent attendance at open sessions and all school events.
31. Parents are extremely satisfied with all aspects of the school, as indicated by their responses to the questionnaire and their praiseworthy comments at the parents' meeting. The very high percentage return of the questionnaire and the very good attendance at the parents' meeting clearly indicate how highly parents value the school.
32. The very good links with the community include very strong links with the church. The vicar leads assembly fortnightly and the church is used to celebrate Christian festivals and for the Leavers' Service. Members of the community provide regular help in the classroom and others enhance the curriculum by sharing their expertise and experience with the pupils. Also, in addition to contributions from individuals, local businesses and organisations make a significant contribution to the development and maintenance of the school grounds and outside facilities. Good use is made of the school by the community. For example, a junior youth club and a summer play scheme regularly use the premises.
33. The school is a member of the local small schools cluster and good use is made of the local junior schools' physical education facilities, including an excellent swimming pool.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides good leadership and direction. The governance and management of the school are good.

Main strengths and weaknesses

- Clear direction is provided by the headteacher.
- The headteacher and staff have created a very positive school ethos.
- Teaching and learning are well monitored and developed.
- Self-evaluation and data analysis are not always sufficiently rigorous.

Commentary

34. The headteacher provides clear direction for the school and leads by example in her teaching. She has been particularly effective in developing the excellent outdoor facilities and building partnerships with parent and the community. The headteacher and school clearly have the confidence of parents and the community.
35. The headteacher and staff have successfully created a very positive school ethos where all pupils are valued and can learn effectively. As a result, relationships within

the school between pupils and between adults and pupils are very good. This very positive ethos contributes well to pupils' academic and personal development.

36. As is common in a small school of this type, subject leadership is distributed between a few teachers. Responsibilities are effectively shared and the leadership of the Foundation Stage, English, mathematics and science are all good. Special needs are given a high priority in the school. The headteacher leads and manages this area well. Working with the teachers, parents and external agencies, she is effective in identifying the needs of those pupils at an early stage.
37. The school has been innovative in developing the curriculum with the introduction of French, German and regular swimming. The development of the outstanding outdoor environment and playground equipment make a significant contribution to pupils' creative, scientific and physical development. However, it has been less effective in reviewing the time allocated to teaching and the balance of the subjects. As a result, the teaching time is below recommendations and some subjects such as ICT, design and technology and geography are receiving too little time and attention. Pupils are not achieving as well in these areas as they are in English, mathematics and science.
38. The monitoring and development of teaching and learning are effective. This has contributed to the consistently good teaching and learning throughout the school and so all groups of pupils learn and achieve well. Through the cluster meetings with other schools, teachers have had good opportunities to observe other teachers and to share their expertise and experiences.
39. School self-evaluation and the analysis of performance data, while satisfactory, are not always sufficiently objective and rigorous. As a result, targets for action and success criteria in the school development plan are not sufficiently focused to be measured. In the school's self-evaluation report provided prior to the inspection, the school's judgement on standards and provision were generally accurate. However, the evidence to support these was mainly descriptive rather than evaluative. For example, in reporting improvements in ICT, the school stated that there are now three computers in each class and two are linked to the Internet. However, there is no clear evaluation of the effect that the improved resourcing is having on standards in ICT or how well ICT is being used to support pupils' learning. Similarly, National Curriculum test results are not sufficiently analysed to identify trends in performance and possible reasons for the differences in results between subjects within the same year group.
40. The governance of the school is good. The governors are supportive and bring a range of experience to the school. For example, one governor provides German lessons and another has built some of the outstanding equipment in the grounds. The governors have a clear understanding of the school's strengths. All statutory requirements are met.
41. Financial planning and management are good. The school has applied the principles of best value well in developing the school's accommodation and grounds. There is a much higher than usual carry forward for this year and last, but most of this is appropriately earmarked for the recent improvements in the building and outdoor play area. The expenditure per pupil in a school of this size is inevitably high. The school provides sound value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	184,000
Total expenditure	184,260
Expenditure per pupil	5,419

Balances (£)	
Balance from previous year	65,570
Balance carried forward to the next	65,310

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision in the Foundation Stage is good. The children enter the reception class on a part-time basis the term after they turn four and then start full-time education in the autumn term before their fifth birthday. Effective induction procedures help children to settle into school quickly. The very positive ethos and teamwork in the Foundation Stage are having a positive impact on children's learning. There are good relationships, with the staff working well together. In the current reception class, attainment on entry to the school is above average. The good teaching and organisation of a wide range of exciting and well-structured activities ensure the children learn and achieve well in all areas of learning. Staff make good use of the accommodation and resources to promote learning. The Foundation Stage is well led and managed. The school has maintained the good teaching and learning and the good achievement identified at the last inspection. There have been considerable improvements to the accommodation with a new classroom and increased outdoor play equipment. Overall, good improvements have been made since the last inspection.

PROVISION IN PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children achieve well and are happy in school because of the good support, care and respect shown for each child in the reception class.
- Behaviour is very good and children work and play very well together.
- Staff provide a wide range of structured activities to enhance the children's personal development.

Commentary

43. When the children start in the reception class their personal, emotional and social skills are already well developed. A small minority of the new entrants display a lack of confidence in leaving their carer. However, within a very short time the children know and follow the routines, settle to tasks with the minimum of fuss and behave very well. They interact well with others. The adults in the class make very good role models, providing a calm and purposeful approach to work. All the children show a keen interest in what they are doing, concentrating very well on the tasks set. The children are friendly and take a pride in their work. Good teaching enables children to be taught how to share, take turns and persevere in their tasks. The high level of support from adults, working with small groups, effectively promotes concentration. From the time they arrive into school they are encouraged to be independent, choosing their own resources to complete activities. The children are developing a good sense of right and wrong. The staff have very high expectations of behaviour. The children are achieving well in this area of learning and standards in the current reception are well above average.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Numerous opportunities are provided to develop children's language skills.
- Good teaching provides a wide range of activities to support learning, which ensures the children achieve well.

Commentary

44. The reception children display very good listening skills, especially when the teacher gives lively and interesting presentations, inspiring the children into wanting to learn more. As they listen to an adult telling a story they can follow the text correctly and join in with repeating rhymes with confidence. They respond very well to good questioning techniques, showing a clear understanding of the main points. Drama is used to very good effect to develop speaking skills. For example, when listening to the Gingerbread Man story they all had an opportunity to act out the roles of the characters in the story, joining in with enthusiasm and speaking with good articulation. On leaving the reception class the children speak confidently, demonstrating a wide vocabulary and an ability to clarify ideas and include relevant detail.
45. The children are making a very good start on learning to read, the staff providing a wide range of activities to develop their reading skills. For example, the reception children enjoy a reading session each day and they all take a book home to share with their parents. They clearly enjoy reading and looking at books; for example, when creating camouflage pictures they looked at books on insects to gain further information.
46. Writing development is good; the children are able to form letters correctly. Emergent writing is included in many activities, and the children are encouraged to write lists, letters and stories. For example, when writing about their news the children completed their accounts with confidence, demonstrating good early writing skills. The motivation to write provides a good foundation for the next stage of learning, consequently, the children achieve well. By the time they leave the reception class the majority can write for a variety of purposes, communicating their ideas through phrases and simple sentences. Children are achieving well in all areas of language and literacy. In the current reception group, standards are well above average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of mathematical activities is provided.
- Good teaching and learning enable children to achieve well.

Commentary

47. The initial assessments on entry show that the children have a good knowledge of numbers, space, shape and measure. However, their mathematical development in calculating is less secure. From the activities seen and an analysis of data the children are achieving well over time, and very well in calculating. The teachers provide a wide range of practical activities to

develop mathematical skills; they have high expectations and provide differentiated work to challenge the more able pupils. For example, in a lesson on mathematical activities related to the Gingerbread Man story these children demonstrated an ability to add and subtract to 20. From the evidence seen the children are achieving well and good teaching has a successful impact on their learning. By the end of reception standards are well above average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teaching and learning are good with some very good elements.
- The excellent outdoor environment is used very well to promote learning.
- There are insufficient opportunities for children to use ICT.

Commentary

48. Teaching and learning are good overall with some very good teaching seen, especially in investigative work. The staff provide a wide range of exciting, well-structured activities to widen the children's experience, develop their knowledge, understanding and sense of curiosity. For example, as the younger children made gingerbread men the teacher used every opportunity to develop the children's observation skills and extend their vocabulary. The children became very proficient at describing how the mixture changed as the ingredients were added.
49. The school grounds are used to very good effect to support investigative work. As part of their work on camouflage the children displayed good observation skills as they hid their animal shapes in the hedgerows, against buildings and in the grass. The children are achieving well in this area of learning. Children attain standards which are well above average in the current reception. Although the children are able to complete simple programs on the computer, using the mouse with confidence, there are insufficient opportunities to develop these skills further.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children are attaining high standards in swimming.
- Children achieve well because of good teaching.
- The excellent outdoor facilities provide a wide range of opportunities to develop children's physical skills.

Commentary

50. Over time, children develop their physical skills well and make good progress. For example, in a swimming lesson the most able pupils demonstrated very good swimming skills, as they were able to swim using front and back crawl with good control and accuracy.
51. To compensate for the lack of a large hall the school has created excellent outdoor facilities, including a series of climbing and balancing apparatus to develop children's physical skills. Although no children were observed on the apparatus due to the inclement weather there is every indication that the children use this apparatus well to develop their co-ordination and balance. The children play well with the small apparatus at playtime, including playing games with balls, stilts, Frisbees and skipping ropes. The children demonstrate good co-ordination and control. For example, they were able walk on stilts, demonstrating good balance.
52. The children are making good progress in developing their manipulative skills, especially through creative work. The children can handle scissors, glue spreaders, paintbrushes and construction equipment very well. Children achieve well in physical development and standards are well above average in the current reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Staff have created a rich learning environment.
- Teaching and learning are good and children achieve well.

Commentary

53. The children achieve well as a result of the good range of planned activities and effective teaching. The staff have created good spaces for imaginative play. For example, the children had an opportunity to play in a café. Children have opportunities to work with a range of artistic media such as crayons, collage, paint and modelling activities. These activities are closely linked to the current theme. For example, the children had an opportunity to create camouflage pictures to hide their chosen insect, using a range of materials very well. The reception children make good progress in music. They can sing simple songs from memory and take part in singing games with enthusiasm. The children take part in school performances with confidence. For example, when singing in the concert they sang in tune with the older pupils. They take part in and respond well to the challenges provided by the staff. In the current reception class, standards are well above average.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- All pupils are achieving well due to good teaching and support.
- Good opportunities for speaking and listening are provided.
- Strategies for the teaching of reading are particularly effective.

Commentary

54. Standards in the current Year 2 are above average in speaking and listening, reading and writing. Pupils, including higher attainers and those with special educational needs, are achieving well from their attainment on entry to the school due to good teaching and effective support. These standards are not as high as the test results of the past two years or the standards reported at the last inspection. However, the current Year 2 is a small year group with a higher than usual proportion of pupils with special educational needs. The school has maintained the good pupil achievement reported last time.

55. Teaching and learning are good. The teacher shows a good command of the teaching of English and is positive and enthusiastic. This motivates the pupils and maintains their interest. Pupils have good opportunities to speak and listen. Pupils are articulate and in one lesson they were keen to demonstrate their knowledge of the author Martin Wardle and his books. The teacher is a good role model for reading and she read to the pupils with animation and expression. She has developed very effective strategies for the teaching of reading. Both the teacher and teaching assistant were highly effective in guided reading sessions. Pupils were given clear opportunities to read and

discuss a range of texts. The teacher provided constructive feedback and encouragement. Good guidance was provided to help pupils to decode less familiar words. Effective questioning was used to check pupils' understanding of the text. The school has introduced more non-fiction texts recently to motivate boys. Pupils have good opportunities to write in different styles and for different purposes. Pupils read text about the life of the author Martin Wardle. They extract interesting facts and use these for their own writing. In their writing they described where the author was born and described his schooling and ambitions. Pupils write interesting personal accounts of their time at All Saints. While ICT is used to support the development of pupils' writing, this area is not yet fully explored.

56. The school has effective systems for assessing pupils' attainment. Individual targets are set each term so pupils know what they are aiming for. The marking of pupils' work is regular and constrictive. Praise and encouragement are given for good work. There is also guidance given to help pupils to improve.
57. The leadership and management of English are good. The coordinator leads by example in her teaching and has identified clear priorities for development. Recent improvements to the accommodation have meant that the old staffroom has been converted to a stimulating and well-resourced library. This is well used and enjoyed by the pupils, who show a clear love of books. Overall, the school has made satisfactory improvements in English since the last inspection.

Language and literacy across the curriculum

58. Pupils have good opportunities to apply and develop their speaking and listening skills in assemblies and in other subjects. For example, in a good Year 1 and 2 science lesson, pupils responded to effective questioning by the teacher to describe what plants need to grow. They acquired and used new vocabulary such as a leaflet and compound leaf in describing the leaves of different trees. Opportunities for pupils to apply and develop writing skills in other subjects are satisfactory. In history, pupils wrote clear factual accounts about the lives of Victorian children. They described how Victorian teachers were very strict and taught big classes. Extended writing in subjects such as religious education and geography is less evident.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Teaching is good and promotes effective learning.
- There are insufficient opportunities for pupils to use and apply mathematics in other subjects.

Commentary

59. In the current Year 2, standards are above average. Pupils, including higher attainers and those with special educational needs, are achieving well. This good achievement is down to the good teaching and support that the pupils receive. Since the last inspection, achievement in Year 2 has improved from satisfactory to good. Overall, the school has made good improvements since the last inspection.

60. The quality of teaching and learning is good with very good examples. Good emphasis is given to the teaching of basic number skills. Teachers use their good knowledge and understanding of the subject to plan a wide range of activities that meet the different needs of all pupils. Support staff are used well with pupils with special educational needs, ensuring that all pupils are fully included in lessons and achieve as well as they can. They also provide good support for the Year 1 pupils in the mixed age class. ICT was used in mathematics lessons to support learning; however, the programs did not challenge the pupils. For example, when solving money problems the more able finished the tasks very quickly.
61. Most pupils have very good attitudes to their work, showing interest and enjoyment and responding very well to the teachers' high expectations by behaving very well. This, together with the very good relationships and good use of praise and encouragement by adults, has a positive impact on pupils' learning.
62. Leadership and management are good. The subject leader regularly attends training and meetings with local schools to moderate assessments. In doing this she maintains an up-to-date understanding of mathematical development. She has a good understanding of the strengths and weaknesses in the subject.

Mathematics across the curriculum

63. Opportunities for pupils to use their mathematical skills in other subjects are limited with very few examples seen. Little evidence was seen of measuring, recording or graph work in subjects such science or geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are achieving well in science.
- Teaching and learning are good.
- Opportunities for pupils to use and apply numeracy and ICT skills are limited.
- The outdoor environment supports teaching and learning in science very well.

Commentary

64. In the current Year 2, standards are above average and all groups of pupils, including higher attainers and those with special educational needs, are achieving well. This good achievement is due to good teaching. While standards in this current Year 2 are not as high as those reported at the time of the last inspection, the school has maintained the good pupil achievement and the good teaching and learning reported last time.
65. The quality of teaching and learning is good. Lessons are well planned and prepared. In a good Year 1 and 2 lesson, the outstanding school grounds were used very well to promote pupils' knowledge and understanding of trees. Pupils identified leaves of trees such as ash, oak, copper beech, rowan and birch. Clear identification charts were used well to assist this. Pupils classified the leaves into simple or compound types and

recorded their findings on a teacher-produced chart. Higher attaining pupils gave clear definitions of simple and compound leaves. The tasks were well matched to the different attainment so all pupils were suitably challenged. Support staff provided effective guidance and tuition. Pupils made good gains in skills of observing, classifying and recording results. The pupils were very well managed and organised and they showed considerable interest in their work.

66. The study of pupils' work shows that they use their literacy skills well in science. They produce clear sentences of their findings in science. In one topic, they produced a clear sequence of instructions for planting a broad bean seed. However, the work shows little use and application of numeracy. There are no examples of recorded measurements or results being presented as bar graphs. Furthermore, there is little evidence either in lessons or in pupils' work that ICT is being used sufficiently to support their learning in science.
67. The subject is well led and managed and this has a positive effect on pupils' achievement. The coordinator leads by example in her teaching. The school has some excellent grounds which support learning in science very well. Within the well-organised grounds there is a wildlife area, a well balanced pond and a good selection of trees, hedges and shrubs.

INFORMATION AND COMMUNICATION TECHNOLOGY

68. Very little direct teaching of ICT skills could be seen during the inspection. The study of pupils' work and lesson observations indicates that pupils have insufficient opportunities to acquire, practise and apply ICT skills. The amount of pupils' work for examination was limited. Pupils in Year 2 create sentences and write simple poems and rhymes. They collect data on the different pets owned by pupils. This is entered into a simple spreadsheet and converted into a bar graph. Pupils are assessed against a list of skills. However, the skills are not sufficiently differentiated and are not assessed on a regular basis. For example, the records show that eight out of nine pupils attained all the skills and these were all recorded in June 2005. Assessment in ICT is not effective enough to plan the next stages of pupils' learning and to match tasks to different attainment. The Year 1 and 2 classroom has three computers. However, these are not fully used. At the last inspection, standards were reported to be above average and pupils' progress was good. The work-study indicates that standards are broadly average.

Information and communication technology across the curriculum

69. In English, pupils use word processing to write poems and rhymes. In one English lesson a Year 1 pupil was word processing, but insufficient direct teaching, particularly in terms of basic keyboard skills, hindered progress. In a Year 1 and 2 mathematics lesson, the program used was not sufficiently demanding and pupils finished quickly. In a history lesson on holidays in the past, one pupil with help from a teaching assistant accessed the Internet to find out about Blackpool. Overall, pupils use ICT satisfactorily to support their learning in other subjects.

HUMANITIES

Religious education and geography were sampled as no lessons could be seen during the inspection. History was also sampled but one lesson was seen.

70. The curriculum for **religious education** covers the requirements of the agreed syllabus. The school uses a range of opportunities to teach religious education. For example, in a school assembly the pupils listened and responded very well to questions as the headteacher told a story of Bibles being taken to the Sami people in Lapland, the older pupils demonstrating a developing awareness of Christianity. In the work study there is evidence that the pupils are developing an understanding of major world religions. Year 1 and 2 pupils have been learning about the importance of Eid Ul Fitr to Muslims. The staff organise visits to different places of worship. They attend the local church on a regular basis and they have visited a mosque in a local town.
71. In **geography**, pupils gain a knowledge and understanding of different places around the world from the visits of 'Bruce the Bear'. Teachers and pupils take the bear on holiday and photograph it in different locations. The photographs are labelled and linked to a world map on display in the Year 1 and 2 class. Pupils in Year 2 develop a clear understanding of maps of the UK and of the world. Pupils' written and illustrative work in geography is sparse. There is little evidence of geography being used to develop pupils' literacy skills.
72. In a good **history** lesson for Year 1 and Year 2, pupils were exploring seaside holidays in the past. The pupils watched with interest a video of an Edwardian family visiting the seaside. The teacher used very good questioning to check pupils' understanding of the differences between the seaside holidays of today and those in the past. The pupils examined artefacts of the past and those of today such as suitcases, an old camera and a digital camera and different tennis racquets. One pupil, with help from a teaching assistant, used the Internet to find out information about Blackpool. A visit to Blists Hill Victorian Town enhanced their Victorian studies. Also for this topic, a good range of artefacts was explored, such as a writing slate, a flat iron, and a china chamber pot.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

73. **Art and design** displayed around the school shows a good variety of techniques being taught. Art and design work is used well in other subjects. In Years 1 and 2 for example, as part of a history topic, pupils painted and drew pictures of Stafford Castle after their visit. As well as work related to topics, pupils have opportunities to explore and learn from visiting artists. For example, the pupils made very good tile plaques in response to a local potter's guidance and support. All the pupils in the school painted flowerpots for the Rosie and Jim Barge to be displayed in the Staffordshire in Bloom Competition. The pupils' work is valued by teachers as every effort is made to celebrate achievement through attractive displays and framed pictures.
74. In **design and technology**, pupils in Year 2 made nativity stables from shoe boxes. Two-dimensional figures such as Mary, Joseph and the three wise men were coloured, arranged and glued into position. They have opportunities to cook items such as meringues. However, the study of pupils' work indicates that projects are limited in terms of the materials, tools and techniques used. There are no examples of designing and making model vehicles, windup mechanisms or puppets. The limited work available indicates that insufficient time is devoted to this subject.

75. No **music** lessons were observed during the inspection. However, from other activities seen, it is clear that music plays a significant part in the life of the school. This is particularly true of singing. During assemblies and when the whole school performed a special concert in celebration of the new accommodation, the quality of singing was well above average for pupils of this age. The whole school sang tunefully and with good interpretation of mood. The sound was clear and they sang with a sense of the melody. Individual pupils sang solos with confidence and to good effect. The whole school also sang a French song, singing in harmony. All the Year 2 pupils have an opportunity to learn to play the recorder. During the concert the pupils performed very well, demonstrating a very good sense of rhythm, and could play a sequence of beats and rests from a written line of music. They concentrated hard during their concert. The school secretary makes a valuable contribution to music by accompanying pupils on the piano and taking recorder lessons.
76. In the one **physical education** lesson observed, pupils from reception to Year 2 went to a local school for swimming. The lesson was taken by a qualified instructor and ably supported by the school staff and a voluntary helper. The pupils are attaining high standards in swimming due to the very good teaching and regular sessions. The majority of the pupils can confidently swim 25 metres freestyle unaided. The more able demonstrate an ability to use other strokes and pick up objects from the bottom of the pool. The pupils have a very positive attitude towards swimming, thoroughly enjoying their time at the swimming pool. Although the pupils are attaining high standards in swimming the weekly visit takes an hour per week of teaching time travelling to and from the pool. Opportunities for the pupils to take part in other elements of the PE curriculum are limited. This is mainly due to the lack of a large school hall with PE apparatus. The school makes every effort to compensate for this by visiting a local school for gymnastics termly and having large climbing apparatus in the playground

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area was sampled.

77. The school has well planned opportunities for pupils' personal, social, health and citizenship education. They are developing an increasing awareness of their personal development, as they are encouraged to talk about social and personal issues in circle time. Good opportunities are provided to learn about relationships and healthy living. Citizenship is developing well. They have good community links, including making visits to an inner city school and taking part in a range of activities to raise funds for charities. The school makes every effort to involve the local community through, for example, organising a very successful grandparents' day.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).