



All Saints CofE (C) First School

Inspection Report

Unique Reference Number 124256
LEA Staffordshire
Inspection number 281673
Inspection dates 17 May 2006 to 17 May 2006
Reporting inspector Edward Wheatley AI

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|------------------------|
| Type of school | First | School address | Church Leigh |
| School category | Voluntary aided | | Stoke-on-Trent |
| Age range of pupils | 3 to 9 | | Staffordshire ST10 4PT |
| Gender of pupils | Mixed | Telephone number | 01889 502289 |
| Number on roll | 70 | Fax number | 01889 502406 |
| Appropriate authority | The governing body | Chair of governors | |
| Date of previous inspection | 15 January 2001 | Headteacher | Mrs L Orchard |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

All Saints Church of England First School is a small school. Pupils are all White British. The proportion of pupils entitled to free school meals is well below average. The proportion of pupils with learning difficulties and disabilities is well below average and the proportion with statements of special educational needs is broadly average.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The headteacher provides excellent direction for further improvement and she is well supported by governors, parents and staff. Governance is excellent and the school is well led and managed. It has dealt with the difficulties of staff absence effectively. It has a clear view of its strengths and weaknesses which inspectors agree with. The school gives good value for money and has good capacity for further improvement.

In the Foundation Stage standards are above average and children achieve well. A very small number of children have learning difficulties but also achieve well. Throughout the rest of the school pupils also achieve well and attain well above average standards.

Pupils' behaviour and attitudes are outstanding. They really enjoy being at school, their attendance is above average and they involve themselves fully in lessons and activities. Their personal development is good and they are well prepared for moving on to their next school and for future life.

Teaching and learning are good. Lessons are well planned overall, though marking is not used well enough to tell pupils how they can improve their work. Lessons are challenging for the most part and provide a wide range of activities to interest pupils. The curriculum is good overall and has a wide range of enrichment activities, including creative work that involves outside artists. Provision in the Foundation Stage is good, with staff working hard to overcome shortages of some outside equipment and no outside play area. The hall is too small for some physical education activities though the school has satisfactory arrangements to use local facilities to overcome this. Provision for pupils with learning difficulties is good.

What the school should do to improve further

- Improve marking so that pupils are clear about what they need to do to make further progress.
- Explore ways to improve provision for physical education.
- Improve resources for the Foundation Stage and provide an outdoor play area.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. Children are generally attaining the expected levels when they start school. They progress well so that by the start of Year 1 they are above average overall.

This good progress is sustained in Years 1 and 2, by the end of which pupils reach above average and frequently well above average standards. The school has rightly identified that standards are slightly higher in English than in mathematics. It has put good quality initiatives in place to improve pupils' calculation and investigative skills in mathematics and these are starting to have a positive impact. The highest attainers

in English are articulate and fluent in their speech. Examples were seen of pupils reading long and descriptive accounts accurately and with good expression. By Year 4 standards are well above average in English, mathematics and science and pupils achieve well. The school meets its challenging targets in English, though does not quite meet them in mathematics.

Throughout the school, pupils with learning difficulties make good progress against their targets due to effective, sensitive support from teachers and support assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Relationships are very good and pupils say that the school is a friendly, safe place. Pupils are mindful of the needs of others and are keen to raise funds for local and international charities. Events such as Arts Week and a visiting gospel choir deepen pupils' understanding of their own and other cultures.

Pupils' attitudes to learning are excellent. They are keen to voice their opinions and persevere with their work. The school's strong Christian moral code works well and behaviour in and around the school is outstanding. They respond immediately to teachers requests and instructions and observe the school code of behaviour. Pupils appreciate the support of playground buddies. Attendance is good and pupils enjoy being at school. For example, in one numeracy lesson, a girl enthusiastically leapt in the air trying to give an answer to a question. Pupils are keen to contribute to the school and local community; they have been involved in improving the playground and designing a totem pole for a local park. Pupils are generally well prepared for life beyond this school, with satisfactory opportunities to develop the skills needed to prepare pupils for their future economic well-being. They have a good understanding of healthy living and readily participate in the good range of sporting activities, and most eat healthily at breaks and lunchtimes. Pupils have a good understanding of keeping themselves safe both on the roads and on the school site.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Staff have very good relationships with the pupils and manage behaviour very well. Teachers plan lessons effectively, with challenging work and activities which interest the pupils. For example, a teacher used packs of drinks to demonstrate counting in groups. Teachers make their expectations clear and conduct lessons at a fast pace. They are skilled at questioning pupils and, as a result, pupils learn to explain their ideas and voice their opinions accurately. Pupils benefit from the specialist skills of teachers and visitors. For example, in an art lesson seen the pupils worked with a sculptor to create spheres made from natural materials. As a result they learned that being creative requires careful planning, practical skills,

knowledge of the materials they use and hard work to achieve good quality products, and this was seen in the way pupils worked.

Teaching assistants work effectively with pupils. Staff make good use of resources. For example, in one lesson the playground was used very effectively to teach very young children about counting and shapes. Interactive whiteboards are used well to help pupils make good progress, reinforcing mathematical skills and presenting clear graphical images.

Procedures to assess pupils' progress are generally good. However, on some occasions, the information gained is not used well enough to set targets for improving pupils' work.

Curriculum and other activities

Grade: 2

The curriculum is good and well organised to develop links between subjects. Plans also take effective account of the mixed aged classes and of ensuring continuity of work in the middle schools. The Foundation Stage curriculum is well matched to the early learning goals. Staff ensure all pupils have equal access to the limited resources and are very observant and attentive to ensuring their safety in the play areas. The school recognises the need to improve its outdoor facilities.

The provision for physical education is satisfactory, but the hall is too small for some activities. However, the school makes sound use of local facilities to compensate for the school's limitations. In addition, it makes good use of the local swimming pool, coaches and sports tournaments to enrich pupils' experience.

The school provides a very good range of after school activities and trips which widen pupils' experience.

Care, guidance and support

Grade: 2

The quality of care, support and guidance provided by the school is good. The school is rightly proud of its caring ethos. Staff are successful in building trusting relationships with the pupils. All requirements for child protection are in place, health and safety procedures are good, and staff have a good understanding of school procedures.

The school has good systems to aid transition from pre-school and ensures that there are smooth transfer arrangements to middle school. The school has forged very good links with external agencies to support its work. Support is carefully targeted at those pupils with learning difficulties and disabilities. Clear and detailed individual education plans ensure that staff can provide them with good support.

Assessment information is used to set academic targets for pupils, though the marking of pupils' work does not give them enough advice on how to improve their work.

Leadership and management

Grade: 2

Leadership and management are good and the direction for improvement from the new headteacher is outstanding. The school has a very clear view of what it needs to do to improve. Evaluation of teaching is accurate and provides useful guidance for development. Self-evaluation procedures are good. Staff carry out their responsibilities well. Their priorities are fully focused on raising pupils' attainment further. The school has dealt effectively with the issue from the previous inspection and is improving at a good rate.

The headteacher has inherited a large budget underspend which she is targeting suitably on improving resources for the Foundation Stage and Information and Communication Technology and on improving provision for physical education.

Parents are very pleased with the school. Communication between the school and homes is very good and the school has excellent links with the church and other village groups.

Governance is outstanding. Governors play an active part in the school's improvement, they are extremely well informed, know the school's strengths and weaknesses and set challenging targets for the headteacher. The school is well positioned to make further improvement.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

We very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around school and helped us gain a clear impression of your school. The school council spoke to us and gave us a clear view of pupils' opinions of the school.

The best things about your school are:

You make good progress throughout the school.

Your behaviour and attitudes are excellent, you really enjoy being at school and your attendance is good.

Miss Shaw is giving excellent guidance on how to make your school even better than it is already.

The governors give excellent support and work extremely well with the school.

Teaching is good.

To improve things further we have asked the school to:

Develop better ways of marking your work so that you can see clearly how to improve it.

Explore all possible ways to improve the school's accommodation for physical education.

Improve the equipment and play area for children in the Nursery and Reception classes.