



All Saints CofE (C) First School

Inspection Report

Unique Reference Number 124274
LEA Staffordshire
Inspection number 281677
Inspection dates 3 October 2005 to 3 October 2005
Reporting inspector Lois Furness RISP

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

Type of school	Primary	School address	Standon
School category	Community		near Eccleshall
Age range of pupils	3 to 9		Stafford, Staffordshire ST21 6RN
Gender of pupils	Mixed	Telephone number	01782 791234
Number on roll	60	Fax number	01782 791234
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	1 November 1999	Headteacher	Mrs Joyce Johnson

Age group 3 to 9	Inspection dates 3 October 2005 - 3 October 2005	Inspection number 281677
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

All Saints Church of England First School is a small rural school situated in the village of Standon near Eccleshall. There are 39 children (16 boys and 23 girls) on roll aged between 4 and 9 years. All children are of White British heritage. There are seven children with learning difficulties or disabilities. There are no children with statements of special educational need. The school is organised into two classes which includes a separate 'foundation group,' where children who are under 5 are taught before they move on to work alongside children of Years 1 and 2 age in Class 1. Children of Years 3 and 4 age work together in Class 2. They leave the school at the end of Year 4 when most are 9 years old. There are five children under five in the foundation group. Their levels of attainment on entry to this group vary considerably each year, but this year, attainment mainly matches that expected for their age. Attached to the school is the 'Busy Bees' pre-school provision where six nursery-age children attend on a part-time basis.

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 that provides good value for money. The school's view and the inspector's view of its overall effectiveness are the same. Children get off to a good start in the Foundation Stage (the 'Busy Bees' and the Foundation group'), where they make good progress because they are taught well. The quality and standards in the Foundation Stage are good. Standards are good by the end of Year 2 and children make good progress. In 2004 achievement in Year 4 was unsatisfactory. To rectify this, a good system for checking children's progress has been recently introduced and progress is now improving. As yet, however, numerical information about progress has not been linked to the performance objectives that the school management agrees with teachers. Personal development is good and children enjoy school. They are confident learners because the staff build up children's self-esteem well and provide them with good care, support and guidance. The quality of teaching and learning is good. Information from day-to-day assessment is used well. The school has just begun to involve children and parents in knowing key learning targets for improvement. Leadership and management are good and the headteacher and governors know what is necessary to improve further. Assessment data is analysed carefully and influences future development planning. For example, children's mental calculation skills are identified correctly as being in need of improvement. Given the school's good track record of improvement since the last inspection, it is well placed to make further progress. Grade: 2

What the school should do to improve further

- improve children's skills in mental calculation
- make sure that the performance objectives agreed between the school's management and teachers are linked to information about children's progress
- continue to involve children and parents in knowing more about how to improve learning.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage and reach the standards expected for their age at the end of reception. They show particular strengths in their personal, social and emotional development. This good progress continues in Years 1 and 2. The standards attained by the end of Year 2 in reading, writing, mathematics and science are good. Children usually exceed the challenging targets set. In relation to their prior attainment, children achieve well. In 2004, the standards attained by Year 4 children were unsatisfactory. Reading was recognised as a weakness. The school took positive action and, in 2005, standards improved considerably. All children made at least satisfactory progress, particularly in reading. Children's mental calculation skills are still in need of improvement. The needs of children with learning difficulties and

disabilities are identified quickly and, because of good, targeted support, they make good progress.

Grade: 2

Personal development and well-being

Grade: 2

Parents say that their children enjoy coming to school. The children agree and say school is good. Attendance is good, as is punctuality. Children are polite and respectful and they take on responsibilities willingly. A strong moral code is implicit within the school's ethos and this is reflected in the children's positive behaviour. A range of out-of-school activities help promote good social development. Cultural development is effectively promoted through the arts and religious education. Spiritual development is good. Assemblies successfully develop a strong sense of self-worth and encourage feelings of spirituality through music and moments of reflection and prayer. Children have a good understanding of the consequences of lack of exercise and an unhealthy diet. They know the importance of keeping themselves safe. They are responsive to the needs of others and willingly set about raising funds for charities. Their good social skills, together with their competence in literacy, numeracy and information and communication technology, prepare them well for future economic well-being. Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching is good in the Foundation Stage because staff know the children well and assess their progress thoroughly. Children are provided with focused individual support and a range of activities is carefully planned to meet their different needs. Children learn well in the Foundation Stage. In Classes 1 and 2, teaching is good. Teachers give clear explanations and use questions effectively to draw out what children know and to challenge them further. Consequently, they learn rapidly. Teachers ask probing questions which children willingly answer. Praise is used very well to motivate them and build up their self-esteem. Information and communication technology is used well to include all children in the introductions to lessons. Teachers expect children to work hard and behave well. Consequently, children try their best. Day-to-day assessment is thorough and effectively informs planning. This results in activities that carefully match the range of children's needs. The needs of higher attaining children are considered very well. For example, higher attaining Year 2 children join Years 3 and 4 for English, mathematics and science lessons. Involving children in knowing more about how to make their work better is a developing area. Key learning targets are now shared with children and sent home to parents so they, too, can be more involved in supporting learning.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements. National strategies and guidelines are used to ensure that learning is built upon year on year. The curriculum for the Foundation Stage meets the needs of children well. There is a good range of lunchtime clubs and after-school activities available for children to join, which help them to learn how to get on well with each other. Clubs for activities such as French and football are well attended. Educational visits and visitors make the curriculum more interesting and successfully extend and enrich learning. Throughout the school, work for children with learning and physical difficulties is planned well, ensuring their good progress. Provision for personal development is good. Subjects such as science and physical education make an effective contribution to children's understanding of the importance of being healthy, staying safe and working together co-operatively. Grade: 2

Care, guidance and support

Grade: 2

The safe and attractive environment and the good relationships throughout the school reflect the good pastoral care, guidance and support given to the children. The induction procedures both for the very youngest children and for those who arrive during the school year are good. Children say they feel safe and that staff respond quickly and effectively to any concerns. Good child protection and health and safety procedures are in place. Liaison with external agencies is used efficiently to secure children's welfare and ensure they achieve as well as they can. Arrangements for children with learning difficulties or physical disabilities ensure that they are fully integrated into the school community.

Grade: 2

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides a sense of purpose and direction which is clearly linked to school improvement. Areas for development are acted upon effectively. For example, improving reading skills and monitoring children's progress more rigorously are priorities which have been successful. Governors are clear about their roles and responsibilities. They have a good level of awareness about the school's agenda for improvement. The chair of governors is very supportive of the headteacher and staff and maintains a close link with the school.

Self-evaluation is thorough and successfully identifies the school's strengths and areas for development. The school development plan is a useful tool for school improvement. Although performance management arrangements are satisfactory, the objectives agreed between teachers and the school's management are not sufficiently linked to improving children's attainment. Subjects are well led, given the limitations of a very small school. Teachers communicate regularly and are given good opportunities to

analyse data and to scrutinise planning and children's work. They have not had opportunities to observe lessons but this is planned for in the near future.

The accommodation and the resources are good and are used well to support learning. The school works closely with parents and has good links with external agencies. The key issues of the previous inspection have been rectified well and the school is in a good position to improve further. Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	No
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

Dear Children

Thank you for being so welcoming when I visited your school. I enjoyed talking to you and looking at your work. I am pleased to say I think that you have a good school.

What I liked most about your school:

the start that you get in the Foundation Stage is good; the staff have made a special effort to make sure you are happy and well looked after

you all behave well and try hard to do your best in lessons

teaching is good and there are lots of interesting activities for you to do

the school is good at taking care of you and you told me you felt safe; you know who to turn to if you have a problem.

What I have asked the school to do to make it even better:

help you to become better at working out number problems in your head

the school now has good ways of checking how well you are doing and I have asked the headteacher to make sure that all staff know how much progress you should make each year

teachers are beginning to share with you what you should learn to improve your work; they are letting your parents know as well. I have asked the headteacher to make sure that this happens regularly so you and your parents can make your work even better.

Thank you again for being so helpful.

Yours sincerely,

Mrs L Furness (lead inspector)