



All Saints CofE (VC) Primary School

Inspection Report

Unique Reference Number 124280
LEA Staffordshire
Inspection number 281679
Inspection dates 10 July 2006 to 10 July 2006
Reporting inspector Doris Bell AI

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

Type of school	Primary	School address	School Road
School category	Voluntary controlled		Trysull
Age range of pupils	3 to 11		Wolverhampton, West Midlands WV5 7HR
Gender of pupils	Mixed	Telephone number	01902 894452
Number on roll	96	Fax number	01902 894452
Appropriate authority	The governing body	Chair of governors	Mr Stephen Trice
Date of previous inspection	4 October 1999	Headteacher	Mrs Pam Abel

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school has an above-average proportion of pupils with learning difficulties. This and children's attainment on entry, which is usually as expected for their age, fluctuate because year groups are small. The school has a below-average proportion of pupils from minority ethnic backgrounds, a small proportion of whom are at the early stages of learning English. The school has had a new headteacher since its last inspection. It admitted three-year-olds for the first time in January 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The overall effectiveness of the school is good. The school is well led and managed. The headteacher's drive and vision keep it firmly focused on its aim to become outstanding. Management initiatives, especially the focus on assessment, have successfully improved pupils' achievement, which is now good. The school's own evaluation of its effectiveness is somewhat conservative because of the dip in achievement in 2005. Overall, standards have risen since 2002 to the point where, in 2006, they are above average. However, there are relative weaknesses in writing, some inconsistencies in the overall good quality of teaching, and insufficient opportunities that allow the more able pupils to follow up ideas and find out more for themselves. These slow the rate of pupils' progress from time to time. The school has robust plans in place to address these issues.

Quality and standards are good in the Foundation Stage. The new structure there is working well. The high quality care, guidance and support offered to pupils enable them to develop exceptionally well, personally and academically, and parents are overwhelmingly satisfied with the school. Improvement since the last inspection is good, especially so in assessment and in information and communication technology (ICT). The school has good capacity to improve. It provides good value for money.

What the school should do to improve further

- Improve the guidance to teachers on how to provide more opportunities for pupils to write independently and to use their writing skills in different subjects.
- Address the inconsistencies in the quality of teaching so that the good pace of learning seen in most classes is sustained throughout the school.
- Raise the level of challenge further for all higher-attaining pupils by providing them with more opportunities to research and develop their own ideas.

Achievement and standards

Grade: 2

The pupils' good achievement is the result of the school's success in helping them to understand how to improve their work. Children make good progress in the Foundation Stage, reaching above-average standards in speaking, listening and personal development. This good progress continues in Key Stage 1. In the 2006 Key Stage 1 assessments, standards were above average in speaking, listening, reading and mathematics, and were broadly average in writing. Early indications from the Key Stage 2 test results are that standards are above average overall, though better in mathematics and science than in English. This demonstrates particularly good improvement in science. It also represents good progress overall in Key Stage 2. However, while never less than satisfactory, progress does vary between the two classes and is at its best in Years 5 and 6.

The school met its challenging targets this year with the exception that fewer pupils than targeted achieved Level 5 in the Key Stage 2 English tests. In mathematics the higher-level target was exceeded. Throughout the school, writing is the weakest element of pupils' work. Pupils do not readily use or extend their writing skills in other subjects because, until they are in the class for older pupils, there are too few opportunities for them to do so. For example, recorded work in geography and science often requires only short answers, or consists of completing tables or labelling diagrams.

Pupils with learning difficulties and those at the early stages of learning English are supported well and they make good progress. While good overall, the progress of the more-able pupils is sometimes limited because there are too few occasions when they are required to work independently and follow up their own lines of enquiry.

Personal development and well-being

Grade: 1

The pupils' outstanding personal development and well-being include high quality spiritual, moral, social and cultural development. This manifests itself in excellent behaviour, sheer enjoyment of learning and in the very successful way in which pupils learn to appreciate, care for and respect each other, adults and the environment. All of this is exceptionally well fostered from the earliest age. Attendance is satisfactory. Much of the absence is due to parents taking holidays during term time, despite the school's best efforts to discourage this practice. Earlier this year, it was also affected by illness caused by a widespread virus.

Pupils feel very safe, free from all forms of harassment. Confident that they and their views are highly valued, they summed up their high level of trust in the staff by saying 'our teacher never fails us'. They describe the school as 'brilliant ... helps us to develop ourselves ... not just about subjects', views very heavily endorsed by their parents. Pupils have an excellent understanding of what constitutes a healthy lifestyle. They make sensible eating choices and are justifiably proud of their successes in, for example, swimming and cross-country. They make an excellent contribution to the community, including raising money for charity. They leave school as very mature, responsible youngsters, having very successfully developed the skills needed for their future economic well-being. These include good literacy and numeracy skills, exceptionally well developed ICT skills, and a very good understanding of citizenship and their place in the world.

Quality of provision

Teaching and learning

Grade: 2

The pupils' good achievement is the outcome of good teaching. The excellent relationships between teachers and pupils contribute in great measure to the pupils' excellent behaviour and their enjoyment of learning. Thorough planning is securely based on pupils' prior learning, and activities successfully match the needs of different

groups of pupils in most classes. However, at times, teachers direct pupils' work too much, including their writing, and this limits progress. For more able pupils, it also prevents them going beyond the set exercise and taking their own learning further. The pace of learning is not yet even throughout the school. The school recognises this and is working hard to improve consistency in all classes.

Teachers have a very good understanding of pupils' individual learning needs gained from the thorough and accurate assessment of their work and the meticulous recording of their progress. The use of the information in target setting and the involvement of pupils and parents in this are major strengths in teaching that have helped to improve pupils' achievement. All targets, including those for pupils with learning difficulties and disabilities, are clear, measurable and kept under constant review. The additional support provided for pupils with learning difficulties and for pupils at the early stages of learning English contributes greatly to their overall good progress.

Curriculum and other activities

Grade: 2

The well-planned, well-balanced curriculum takes good account of the needs of all pupils in this small school. It provides many opportunities for excellence and enjoyment in and beyond the normal school day, enriching and enhancing pupils' learning and contributing to their excellent personal development, well-being, health and safety. A lively, exciting Foundation Stage curriculum successfully builds the children's self-esteem and independence from the moment they start school. Good links between subjects and good provision for the arts and for ICT make learning exciting for the pupils. However, the guidance for teachers about how to promote pupils' writing skills in all subjects is not explicit enough.

Care, guidance and support

Grade: 1

The outstanding quality of care, guidance and support is fully recognised by pupils and their parents, all of whom speak very highly about the school. Health, safety and child protection procedures are all very effective and parents acknowledge the high level of support they and their children receive in times of personal trauma. All of this very successfully ensures that all pupils work and play in a harmonious, highly supportive environment that helps even the youngest children to settle quickly into school life. Pupils' personal and academic progress is very effectively monitored. The high level of involvement that they and their parents have in setting well-focused targets and reviewing progress towards them is a major contributor to their improved achievement. Another is the pupils' involvement in helping each other to assess their progress. Through this, they have gained an excellent understanding of how to improve their learning.

The school's very good links with external agencies contribute in great measure to the good progress made by pupils with learning difficulties. Its excellent links with the high school to which most pupils transfer ensure that pupils are very well prepared for the next stage of their education.

Leadership and management

Grade: 2

Good quality leadership and management by the headteacher, governors and key staff have successfully given the school a clear sense of direction, a strong focus on raising achievement, and a good capacity to improve further. This is evident in the pupils' improved performance in 2006, the very good assessment procedures now in place throughout the school, and the good improvement since the last inspection. Governors, parents and pupils are all fully involved in evaluating the work of the school. Pupils spoke proudly of their interviews with governors where governors check their progress and seek their views on how to improve. Teachers' performance is monitored well, including by the governors, and decisive action taken where necessary to improve it.

The school's evaluation of its own work is accurate, if somewhat conservative because of the dip in achievement in 2005. It knows what it needs to do to improve and the areas identified by the inspection team are already among the clearly articulated priorities in the well-constructed school improvement plan. Financial management is good. Wise spending of the surplus accrued last year has improved the environment and the resources for learning, including for ICT. All spending is carefully evaluated to check its impact on learning.

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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?	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	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

Thank you for making us so very welcome in your school. It was really good to talk to you and to find out how well you are doing. You told us how much you enjoyed school because it helps you to develop in different ways, not only in subjects. We were particularly pleased to hear how much you value what the staff do for you and to hear some of you say that your teacher 'never fails' you.

There are lots of good things about your school. Here are some of the highlights:

- You make good progress because you work very hard, your teachers plan your work well and you have a very good understanding of how to improve it.
- Your behaviour is excellent. You care for each other very well, you are very sensitive to the needs of others and you help each other in all sorts of ways.
- You have an excellent understanding of how to keep yourselves safe, of why it is important to keep fit and healthy, and of how you can help the community and the environment.
- The headteacher and the governors run the school well. They listen carefully to what you and your parents think and they try hard to make things better for you.
- Your parents and carers are right in thinking that you go to a good school that cares for you, guides and supports you exceptionally well.

We have asked your school to keep up its good work and to help you to do even better by:

- giving all of you more opportunities to write independently and to use your writing skills in different subjects
- making sure that you learn equally well in all classes and at all times
- giving you more opportunities to choose for yourself the different avenues you might like to explore to extend your learning.

We hope that you will continue to make the very good progress that you are making now and that you will enjoy learning more and more as you grow up.