



All Saints CofE (A) Primary School

Inspection Report

Unique Reference Number 124329
LEA Staffordshire
Inspection number 281693
Inspection dates 1 November 2005 to 1 November 2005
Reporting inspector Christopher Kessell RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary aided		Bednall
Age range of pupils	4 to 11		Stafford, Staffordshire ST17 OSD
Gender of pupils	Mixed	Telephone number	01785 355540
Number on roll	72	Fax number	01785 355540
Appropriate authority	The governing body	Chair of governors	Mr David Singleton
Date of previous inspection	Not applicable	Headteacher	Mr Ken Scott

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

All Saints Church of England (Aided) Primary School is smaller than average. Children's attainment when they start school is typical for children of this age. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

All Saints Church of England Aided Primary School is a good school. Most pupils make good progress and by the end of Year 6, standards are well above average. This is a result of good teaching and learning. However, in occasional lessons, pupils are given work that is too easy or too hard. This is because not enough use is made of information about how well pupils have done in the past. The pupils' positive attitudes and enthusiasm for learning also contribute significantly to their good achievement. The school is popular and many parents choose to send their children to All Saints. Pupils are well cared for.

The children get off to a good start in the reception class. They settle into school well and make good progress in relation to their starting points. Pupils generally start Year 1 with average to above average levels of attainment, depending on the characteristics of each year group.

Leadership and management are good at all levels. The headteacher's evaluation of the school's strengths and weaknesses, and its good overall effectiveness, is very accurate. All of the teaching staff are successfully involved in the management of the school. The collegiate shared style of leadership is very noticeable and effective. However, the school and governors have been slow in ensuring that all statutory requirements are met with regard to equality legislation. Improvement since the previous inspection has been good and with the current staff, the school is well placed to continue improving. The school provides good value for money.

What the school should do to improve further

- Use assessment information more consistently to provide pupils with work that accurately matches their needs.
- Ensure that all statutory requirements are met.

Achievement and standards

Grade: 2

Sustained good teaching in the reception class ensures that children make good progress. By the time they start Year 1, children are usually at, or have exceeded, the expected standards. The good progress continues in Years 1 and 2 and pupils achieve well. In the past four years, results in national tests at the end of Year 2 have been at or above the national average. Standards in 2005 were broadly average. However, in relation to their starting points, pupils of all ability make good progress.

Pupils continue to achieve well throughout the rest of the school and standards in English, mathematics and science are well above average in Year 6. This has been the trend for a number of years. Pupils are given challenging but realistic targets. Current targets indicate continued high standards in Year 6 for 2006. When work in lessons throughout the school is not accurately matched to pupils' individual needs, progress is not always as good as it could be.

Pupils with learning difficulties make the same good progress as their peers. This is the result of good support provided by teaching and non-teaching staff and successful intervention strategies such as the support offered for pupils who find reading difficult. Pupils' progress is monitored very carefully by the school and any concerns quickly addressed.

Personal development and well-being

Grade: 2

The personal development of the pupils, including their spiritual, moral, social and cultural development, is good. The pupils are enthusiastic about their learning and enjoy school life. This is apparent from the moment they arrive at school. Behaviour is good. All pupils talk keenly about their lessons, teachers and activities. They are proud of the school and enjoy coming. This is reflected in the good levels of attendance. All of these factors have a positive impact on learning and the high standards that pupils achieve. Classroom relationships are very good.

The pupils feel safe and well looked after. They have a good understanding of the risks they can encounter in everyday life such as traffic on the road outside school or inappropriate internet use. Pupils know the importance of keeping fit and healthy. They make good use of physical education lessons and extra-curricular activities and recognise that the school makes healthy snacks, such as fruit, available to them. Unfortunately, the response to healthy snacks is not as good as the participation in team games and sport. The pupils take on a wide range of responsibilities both within school and in the wider community. These activities and the good progress that pupils make in English and mathematics ensures that they are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. As a result, most pupils achieve well. All classrooms are interesting and stimulating places to learn. Pupils are keen to do well and this is reflected in the manner in which they go about their activities. They are encouraged to work both independently and in groups. This is done sensibly and maturely. As a result of teachers' clear and confident introductions to lessons, the pupils have a good understanding of what they are doing. Most take pride in their work and when asked, talk confidently and knowledgeably about their activities. The pupils like their teachers and also the opportunities they are given to talk about and evaluate their work. This was reflected well in a comment made by an older pupil; 'At the end of a lesson, you think about what you have done and you feel warm.'

Occasionally, teachers provide the same work for all pupils. This is a weakness. The teachers know the pupils well and track their progress carefully using assessment

information. However, there are times when this information could be used more effectively to provide work that is better matched to individual pupils' ability.

Teaching assistants make a good contribution to all pupils' learning with the support they provide. Pupils have individual targets for learning. The targets motivate the pupils and provide them with good opportunities to evaluate their own work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It enables the pupils to make good progress, particularly in English, mathematics and science. Curriculum planning is organised so that the demands of mixed age classes are met. Pupils with learning difficulties make good progress as a result of well organised and focused provision. Provision for information and communication technology (ICT) has improved since the last inspection when it had weaknesses. It is now good. The curriculum also supports the pupils' personal development well. There is a strong emphasis on living a healthy lifestyle and the importance of safety issues.

The curriculum is enriched by visits, visitors and extra-curricular activities that are well supported and appreciated by the pupils. Links with the local community, such as those with All Saints Church, are good. They benefit the pupils, particularly with their personal development.

The school does its best to ensure that the shortcomings in its accommodation are addressed. For example, physical education lessons often take place in a gym shared with a neighbouring school.

Care, guidance and support

Grade: 2

The school provides high levels of care. This is appreciated by the parents who are grateful that their children are safe and well cared for. Child protection procedures are robust and risk assessments are secure. The pupils feel safe and are confident that any inappropriate or oppressive behaviour would be dealt with quickly and effectively. The school has good relationships with parents. They are given regular opportunities to visit the school and discuss their child's progress. Pupils feel involved in the day-to-day running of the school and know that their views and opinions count and are listened to. The school has good procedures to track pupils' academic progress. Potential problems are identified and addressed, although just occasionally, the information is not used as much as it could be to plan lessons. Target setting with pupils is well established and sometimes, sensibly, includes a non-academic target which focuses more on personal development. Overall, pupils receive good guidance and support during their time in school. This contributes well to the good achievement.

Leadership and management

Grade: 2

Leadership and management are good throughout the school. Pupils are provided with a good education and high levels of care. The headteacher is a good role model in the classroom. Along with other staff, he has a sharp understanding of the school's strengths and weaknesses. There are regular checks on all aspects of the school's work. The accurate evaluation of its performance is evident at all levels of management. Teaching and learning, for example, benefit from regular monitoring by all staff. Links with parents are also good and their views are collected by the governors through a biannual survey. Areas for improvement are identified by parents and then addressed by the school.

Staff work well together and teamwork is a noticeable feature of the school. All are committed to continuing to move the school forward. The capacity to improve is good. Governors are very supportive but statutory requirements are not met as the school does not have a Race Equality policy.

The school's accommodation has shortcomings but this is managed well. Despite the challenges presented by such a small site, school and governors do their best to ensure that pupils are provided with an appropriate curriculum and adequate resources. For example, both the curriculum and ICT resources have improved since the previous inspection.

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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	3	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 being so friendly and welcoming when we visited your school. We particularly enjoyed talking to you about your work and other school activities.

What we liked most about your school

• You work hard and enjoy your lessons. • You all get on well with each other and are polite to visitors. • The teachers help you learn and make good progress. • By the time you leave the school most of you achieve good standards in your work. • All of the adults look after you very well. • Mr Scott and the rest of the staff are always looking at ways to improve the school.

What we have asked your school to do now

• Make sure that you all have the right sort of work all of the time. • Complete all of the paperwork that schools are expected to have.