



All Saints CofE (A) First School

Inspection Report

Better
education
and care

Unique Reference Number 124341
LEA Staffordshire
Inspection number 281696
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Frances Gillam AI

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

Type of school	First	School address	Cheadle Road
School category	Voluntary aided		Leek
Age range of pupils	3 to 9		Staffordshire ST13 5QY
Gender of pupils	Mixed	Telephone number	01538 483235
Number on roll	208	Fax number	01538 483236
Appropriate authority	The governing body	Chair of governors	Mr M Cozens
Date of previous inspection	6 March 2000	Headteacher	Mrs I Smith

Age group 3 to 9	Inspection dates 20 June 2006 - 21 June 2006	Inspection number 281696
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. Almost all the pupils come from a White British background. The proportion of pupils with learning difficulties and/or disabilities is similar to that in most schools. Children's attainment when they start school is broadly average. Three members of staff are on maternity leave - two from the senior management team - and their posts are being covered by three newly qualified teachers. During this period, remaining senior managers have been supported by a consultant headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

All Saints' provides a satisfactory standard of education. This reflects the school's view of itself. It evaluates its performance satisfactorily and acts to bring about change for the better. This has led to improvements, for example, in writing, which is now good by Year 2. Elsewhere, especially in reading and mathematics, pupils' progress is satisfactory. Some inconsistencies in the progress of more able pupils go unchecked because the school does not have secure procedures to track pupils' progress.

Weaknesses since the last inspection have been dealt with well, particularly in science and information and communication technology (ICT). The school is led and managed satisfactorily; it has the capacity to improve and provides satisfactory value for money.

Teaching is satisfactory, but some lessons do not provide the challenge more able pupils need to extend their learning. Where lessons do, these pupils have opportunities, for example, to test things out and resolve problems. Provision in the Foundation Stage is satisfactory and standards are average by the time children enter Year 1. Children make good progress in their personal, social and emotional development and in their knowledge and understanding of the world. However, activities do not always challenge the more able children in literacy and numeracy.

Parents rightly feel their children are kept safe, well cared for and learn to lead healthy lives. Staff make pupils feel important by listening to them and valuing their ideas and opinions. This builds pupils' confidence, contributes effectively to their personal skills and is a strong reason why pupils behave so well. They enjoy coming to school because they take part in a wide range of exciting clubs, visits and events and have good opportunities to make a difference to their community.

What the school should do to improve further

- Improve how pupils' progress is tracked to provide a better understanding of how well they are doing and to ensure weaknesses are identified and dealt with.
- Ensure that throughout the school the more able pupils are always challenged to do their best.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. The level of attainment when children join the Nursery is broadly average. Some children are talkative and relate well to others but some clearly have difficulties in their learning. By the time children join Reception, standards are still broadly average but children have made good progress in developing relationships, working independently and interacting with others. They gain a good knowledge and understanding of their world because of the good teaching in this area of learning. Otherwise, children's progress is satisfactory. However, the more able children are not always challenged to do their best, particularly in reading, writing and mathematics.

Standards are average by Year 2. Standards in writing have improved quicker than in reading and mathematics. The proportion of pupils achieving the higher levels by Year 2 is lower than the national average in both reading and mathematics and the more able pupils should be doing better. Almost all pupils, though, attain the expected level for their age in mathematics and this is good achievement for pupils with learning difficulties and/or disabilities and the lower attaining.

By Year 4, standards are broadly average in reading, writing and mathematics although not enough pupils attain the higher levels in English and mathematics. Generally, targets are appropriate and pupils' progress is satisfactory overall. However, in some lessons, teachers do not always challenge the more able sufficiently.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Some of the art produced by pupils is really uplifting in both its quality and creativity.

Children in the Foundation Stage are happy and secure and their personal skills develop well. Throughout the school, pupils behave well and enjoy coming to school. They help and support each other as 'learning buddies' and carry out their responsibilities maturely. Their attitudes to learning are mainly positive but sometimes a small number of pupils do not pay attention or work as hard as they should. Pupils are cheerful, polite and courteous and their attendance is good. They respect the views and opinion of others and make a good contribution to the local and wider community. They raise funds for charities and develop satisfactory skills for their future life by managing, for example, 'table-top' sales. They work well in teams and have a reasonable range of basic skills. Pupils choose to eat a healthy diet and eagerly take part in a wide range of physical activities. They keep themselves safe by acting sensibly in and around school and by caring for each other.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Children have a secure start to school. They settle quickly because staff support and focus successfully on developing children's personal skills. By the time they are in the Reception class, children are independent, work hard and enjoy learning. Exciting activities allow children to explore and investigate but these are not always adapted well enough to enable the more able children to do their best. This is also a feature in other year groups, where sometimes more able pupils complete work that is too easy. Teachers clearly explain to pupils what they are going to learn. This focuses pupils' thinking and is particularly effective in Years 2 and 3, where pupils quickly get on with their work and learn well. Teachers question pupils to encourage them to talk about their learning but in some classes

they do not do enough to ensure that all pupils are involved. This leads to teachers finding it more difficult to gauge how well pupils are doing because pupils do not always share their ideas fully. Teaching assistants play a successful part in supporting pupils with learning difficulties and/or disabilities and this helps these pupils to work effectively towards their targets for improvement. Marking is regular but used inconsistently to guide pupils, especially the more able, in how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory but is not planned consistently to challenge the more able pupils. This is evident in the Foundation Stage and throughout the school where some activities do not always build well on pupils' prior learning. Opportunities to use ICT and to investigate in science have improved since the last inspection. Pupils use ICT well to support their learning in other subjects. Using computers, they have produced some high quality and attractive patterns based on the work of William Morris. The range of activities outside normal lessons is excellent, with many opportunities for pupils to develop their sporting, artistic and personal skills. These contribute well to the provision for pupils' personal, social and health education. Working to improve road safety standards with staff, governors and parents helps pupils to understand what it means to be a good citizen. Sporting activities provide good opportunities for pupils to work as a team and understand the benefits of exercise.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils are well cared for; they feel safe and say that any problems are sorted out quickly and fairly. Staff provide sensitive, careful guidance for pupils and have a good knowledge of pupils' personal, social and emotional needs. Child protection procedures are good and risk assessments are thorough, so all pupils are safeguarded well. The school uses a variety of strategies to help pupils develop their learning skills, such as 'talking partners' and by making increased demands on pupils to take responsibility for the organisation of their work. These are proving successful in helping pupils to become independent and in building self-esteem and confidence. Teachers give satisfactory guidance to pupils to help them learn successfully, though improvements can be made to ensure the more able are challenged consistently well.

Leadership and management

Grade: 3

The school is led and managed satisfactorily and self-evaluation procedures are also satisfactory. The school has a realistic understanding of its own performance which matches that of inspectors. Managers make good use of data and assessments to allocate support or extra help to pupils who need it. Systems for tracking how well pupils are doing are not sufficiently well developed to allow staff to pick up which

pupils are not doing as well as they should. The lack of monitoring in this area has been intensified by the absence of senior managers and has resulted in weaknesses in pupils' progress going unchecked, particularly that of the more able.

Parents have confidence in the school. They are regularly consulted and the school works with them in the best interests of the children. A clear example of this is the staff's, governors' and parents' efforts to improve road safety outside the school. Pupils are listened to and they were pleased when the school's range of clubs was extended further at their request. The substantive headteacher has worked well with the consultant headteacher to minimise the difficulties caused by the absence of senior managers.

The school has dealt successfully with the weaknesses since the last inspection, improving standards and pupils' progress in writing, science and ICT. This is a clear indication of the school's satisfactory capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Dear Children

Thank you for making Mr Wheatley and me so welcome when we came to visit you. We enjoyed talking with you and seeing the things you were doing. We would like to tell you what we thought about your school.

What a happy place your school is! We saw lots of smiling faces and children who were kind, polite and well behaved. All the adults take good care of you, you feel safe and well looked after. You certainly know all about keeping safe and healthy and many of you go to the sporting activities and clubs after school. All these exciting clubs, the places you visit and the people who come to talk to you make your learning interesting.

Many of you told us that you like school. Your teachers help you to work hard and you like the targets they set for you. Some of you in Year 2 are well on your way to becoming good writers but we think that the work for some of you could be harder, especially in reading, writing and mathematics. You can all help to make your school successful by working extra hard in lessons.

We have also asked the people in charge to make sure they carefully check how well you are doing because we want you to do your very best.

With best wishes for the future.

Fran Gillam

Lead Inspector