

All Saints CofE Primary School

Inspection report

Unique Reference Number	103990
Local Authority	Sandwell
Inspection number	308476
Inspection dates	27–28 November 2008
Reporting inspector	Jenny Batelen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	All-through
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Alan Hobday
Headteacher	Stanley K Martin
Date of previous school inspection	1 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wilford Road West Bromwich B71 1QN
Telephone number	01215 884075
Fax number	01215 884075

Age group	4–11
Inspection dates	27–28 November 2008
Inspection number	308476

© Crown copyright 2008

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

All Saints Church of England Primary School is an average size primary school. Provision for the Early Years Foundation Stage (EYFS) currently consists of a Reception class. A higher than average number of pupils come from minority ethnic groups, with an average percentage of pupils with English as an additional language. About one quarter of the pupils have learning disabilities and/or difficulties. There is a higher than usual percentage of girls across the school, more so in some year groups. The catchment area of the school has some pockets of socio-economic disadvantage.

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 behaviour of the pupils is excellent, ensuring a safe and secure learning environment for all in the school. All staff and governors are committed to raising the pupils' standards through an exciting and innovative curriculum. The commitment of the governors, their level of support and challenge and involvement in the development of the vision of the school, is outstanding. Equality of opportunity is effective and all staff work together, ensuring that there is no discrimination.

Comprehensive induction procedures ensure that children make a confident start to their education and parents speak of and value the 'family feel' of the school. Children enter the Reception class with lower than expected skill levels and make good progress throughout the school so that, by the time they leave in Year 6, they are achieving average standards. This is achieved because teachers use regular assessments and careful planning to ensure that all children are able to achieve the best they can. There is good provision for pupils with learning difficulties and/or disabilities, which enables them to make good progress.

The spiritual, moral, social and cultural development of the pupils is outstanding. Pupils and staff lead opportunities for reflection not only in times of worship but also provide further opportunities within the curriculum. The school's involvement in the Comenius project has developed the cultural experiences of pupils and staff. Pupils care for, and about, each other and the world in which they live, particularly their local area. A parent who wrote that 'they stand out among their peers' sums up the overall development of the pupils.

There is consistently good provision throughout the school. A distinctive feature is how children take part in the planning of their curriculum, and this underpins the planning and delivery of teaching, further curriculum developments and the guidance and support given to all pupils. The pupils' involvement in planning the curriculum ensures that they enjoy and take responsibility for their learning from an early age. Pupils speak of lessons being 'fun' and their absorption in their lessons is evident throughout the school. There are not always sufficient opportunities for pupils to write at length across different curriculum areas and to make good use of the skills they have learnt in literacy. There are currently insufficient opportunities for pupils to pursue their skills and interests through out-of-school activities.

The strength of leadership and management throughout the school gives it an outstanding capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS provides all children with a secure and enjoyable introduction to school. The phase is well led and managed, with good relationships with parents. Effective induction procedures allow children to settle quickly into school routines supported by a well-established team of adults working together to ensure that children are safe, happy and learning. When children start in Reception they have language and social skills below the levels typical of their age, but they make good progress and reach nearly average standards by the end of the year. Regular and accurate assessment of children's progress informs effective planning in order to meet individual children's needs. Teaching is good, with purposeful and often exciting activities. The outdoor learning environment is currently satisfactory but is not sufficiently well developed to provide good opportunities for learning across the whole curriculum. Planning is in place to

address this issue. Children demonstrate high levels of independence and concentration and, from the start of their time in school, children are encouraged to take on responsibilities, such as serving morning toast to their peers. The curriculum has an appropriate balance of teacher-led and child-initiated activities and the emphasis on regular phonics sessions is having an impact on children's early reading and writing skills. The close and effective links with Key Stage 1 ensure a problem-free transition into Year 1. Parents speak highly of the provision in Reception and of the positive start their children make to school.

What the school should do to improve further

- Raise standards in writing through ensuring adequate opportunities for pupils' extended writing across the curriculum.
- Develop enrichment opportunities for pupils outside of the school day.

Achievement and standards

Grade: 2

Pupils make good progress from their entry to school and, by the end of Year 6, achieve average standards. The lower achievement of Year 6 in 2008 was identified earlier in the key stage and much work was done to address the issue of poor teaching and inaccurate assessments in Year 2, as identified in the last inspection. Standards of writing have lowered the overall English standards at Key Stage 2, whilst attainment at Key Stage 1 in writing is beginning to show an upward trend. Standards in mathematics, which is a focus for the school, are beginning to show a rising trend. Strategies now in use to teach the subject are raising standards, as shown through the school's comprehensive assessment and tracking data. The school's data system enables leadership at all levels to identify groups and individuals who are not making good enough progress and to put plans in place to support these pupils to achieve their expected levels. Realistic, but challenging, targets are set for individual pupils and for each year group, with regular assessments and review of progress. More able pupils in Key Stage 1 and in Years 3 and 4 make good progress and achieve levels appropriate to their skills and abilities, as shown in the number of pupils gaining Level 3 at the end of Year 2. Progress for these pupils in Years 5 and 6 is currently satisfactory. Pupils with learning difficulties and/or disabilities are identified early and well supported through action plans, targeted support and smaller teaching groups across the school.

Personal development and well-being

Grade: 2

The spiritual, moral, social and cultural awareness of the pupils is outstanding. They respond to the many opportunities for reflection about their own work, their relationships with others and within collective worship, as demonstrated in the assembly led by Year 1 and 2 pupils. The behaviour of the pupils is excellent. They support and are respectful of each other and of the staff. They are helped to lead healthy lives and to make appropriate food choices through the good school lunch provision and speak of 'keeping healthy' as one of the best things about school. Pupils feel safe and have confidence in the adults in school to help them if there are problems. Pupils greatly enjoy their time in school and they speak of lessons being 'fun'. Pupils learn to work together and are able to talk of the benefits of cooperation. Older pupils take part in an accredited 'Young Leadership' programme to equip them to be play leaders. The school is involved with local initiatives such as the development of learning materials to go with the Sandwell 'Paupers' Trail'. The democratically elected school council has influence over

various aspects of school life and pupils know that the council is a route for their opinions to be voiced. The pupils' good progress and personal skills prepare them well for their next steps in learning and parents comment that 'children leave as confident, independent individuals'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and teachers have high expectations of pupils' progress. Questioning is a particular strength and leads to pupils being engaged and able to concentrate for long periods. Relationships between adults and pupils are excellent and pupils from across the age range display both a conscientious and independent approach to all their learning. This consistency also encourages an extremely high level of pupil involvement in, and responsibility for, their learning. The work set is stimulating, and offers an appropriate challenge to all groups of pupils, based on the highly rigorous and accurate systems that are in place for monitoring progress. Staff have strong subject knowledge and combine this with detailed and thorough planning. The weekly joint planning sessions ensure that provision is relevant and up to date. Teachers manage their classes effectively and teaching assistants make a significant contribution to pupils' progress, supporting small groups and individual pupils. Marking and assessment are consistently good, with detailed comments in exercise books helping pupils to improve their work. Pupils enjoy their lessons, which are stimulating and often involve practical experiences to make the learning fun. School support for pupils who may not have enough help at home is in the early stages of development.

Curriculum and other activities

Grade: 2

The curriculum is good and meets all statutory requirements. Appropriate priority is given to the acquisition of key skills in the core subjects and in information and communication technology (ICT). The pupils have a great deal of input into the formation of their curriculum, enabling them to take genuine responsibility for their learning. The time spent in evaluating and fine-tuning the planning and delivery of the curriculum ensures that it is constantly evolving and is appropriate for all groups of learners. Residential experiences, provided for all pupils, including those in the Reception class, significantly enhance the curriculum. The school's approach centres strongly on establishing advanced independent learning skills and habits, and pupils regularly assess their own work. There are numerous creative and practical opportunities, which are further enriched by themed days, visits and visitors designed to bring the curriculum to life. The school provides too few extra-curricular activities and clubs.

Care, guidance and support

Grade: 2

The staff are committed to ensuring pupils enjoy their lessons and raising standards. The safeguarding procedures are robust. The systems in place to encourage good behaviour and attendance ensure that pupils are able to learn in a supportive atmosphere. The target-setting process ensures that pupils, particularly those in Key Stage 2, and their parents are aware of what is expected. Consistent marking indicating the required next steps in learning supports pupils in achieving their targets. The school provides good opportunities for developing the reflective and evaluative skills of all pupils. Strong relationships between staff and pupils and

with outside agencies support the academic guidance and progress of all pupils. There are strong links with a local secondary school, supporting the achievement of pupils through Easter and summer schools and other activities.

Leadership and management

Grade: 2

The school is very well led and managed by a visionary and dispersed leadership team, which includes the governors. Leadership at all levels takes responsibility for the raising of standards and identifies areas for improvement and promotes the welfare of all in the school. The school evaluates its work well, making considerable use of data, where appropriate, and has used its in-depth knowledge of its pupils and their needs and interests to develop the innovative curriculum. Governors are very committed to the school and, with support and challenge, are partners in framing developments to further the raising of standards. Excellent financial planning permits pupils to be taught in smaller-than-average size groups. There is equality of opportunity for all and there are no instances of racial discrimination. Community cohesion is good, the school community is strong and there are good links with the local community. There is a growing understanding about the international community, particularly through the Comenius project.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of All Saints C of E Primary School, West Bromwich, B71 1QN

Thank you very much for making us so welcome when we visited your school. We enjoyed talking to you and taking part in your lessons and your assembly.

This is what we found out about your school.

- Your headteacher and all the adults in the school care a lot about you and work hard to make sure you enjoy school and learn well.
- You think that lessons are fun and that your teachers are very friendly.
- You behave very well and look after each other.
- You have an exciting curriculum, for which you are able to help the teachers plan.
- You have made some interesting contributions to Sandwell, for instance helping to design the 'Paupers' Trail'.
- You know about healthy lifestyles and are able to make good choices about how to stay healthy.
- All the adults work hard to keep you safe.

We have asked your teachers to do two things that, with your help, will assist in making your school even better.

- Improve your standard of writing, by making sure that you have plenty of opportunities to write in all the different subjects you learn.
- Give you more chances to learn things through clubs and other after school activities.

My best wishes to you all.

Yours sincerely

- Mrs Jenny Batelen
- Lead inspector