

# All Saints CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112924
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311054
<b>Inspection date</b>	28 February 2008
<b>Reporting inspector</b>	Martyn Groucutt

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Susan Hallam
<b>Headteacher</b>	Mrs Fiona Jackson
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	Alport Lane Youlgrave Derbyshire DE45 1WN
<b>Telephone number</b>	01629 636289
<b>Fax number</b>	

---

<b>Age group</b>	4-11
<b>Inspection date</b>	28 February 2008
<b>Inspection number</b>	311054

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 far smaller than the average primary school, currently having 67 pupils on roll. It is in a Grade 2 listed building that dates back to 1868, with more recent extensions, it still provides a very effective learning environment. The school mainly serves the village of Youlgrave and surrounding villages and hamlets. It has three mixed age classes, which comprise pupils in the Foundation Stage and Year 1; Years 2-4; and Years 5-6. Numbers in each year group vary considerably, so too does the proportion of boys and girls. The percentage of pupils who are entitled to free school meals is below the national average, as is the percentage with learning difficulties and/or disabilities. Attendance is above the national average. Virtually all the pupils are of White British background. The school was awarded the Active Mark in 2007. The headteacher took up her post on 1 January 2008.

## 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, reflected in last summer's overall performance in Key Stage 2 national tests which made it overall the equal best performing primary school in the county. Parents are overwhelmingly supportive. The school ensures that it carefully tracks the progress of individual pupils from the time they enter the Foundation Stage. It uses this information effectively to monitor groups and individuals. The mixed age classes are therefore not a disadvantage because the teachers are skilled at matching work to the needs and abilities of individual pupils and year groups. The school is inclusive and seeks to admit everyone it can. The new headteacher leads the school well and has started to develop a room where relaxation and therapy can support pupils with learning disabilities in order to further enhance provision. Similarly she has started to explore ways in which partnerships might be extended, so that, for example, pupils identified as gifted and talented might be further challenged. There has been satisfactory improvement since the last inspection.

The personal development of pupils is good, enabling them to become confident learners whose behaviour is outstanding. They get on together well, witnessed in the playground where happy, smiling pupils play together, sometimes in collective groups for activities such as skipping. Such play activity is one example of the several ways in which the school promotes a healthy lifestyle. Pupils certainly enjoy both the educational and the recreational elements of school life and this contributes to the extremely high attendance figure. They make a positive contribution to the community, both within school through the school council, for example, and in the wider community through opportunities to get involved in activities such as Well Dressing. The effective development of their skills in literacy, numeracy and computing (which is used right through the school) provides a firm base for pupils' future economic well being.

Teaching is at least good and sometimes outstanding. Teachers support each other very effectively. This enables colleagues new to the school and profession to perform well from the start. Expertise is maximised by teachers taking each others' classes for some subjects. In order to free up time for colleagues the headteacher takes each of the three classes at different points in the week, so she is beginning to build up relationships with every pupil. There is very effective liaison between teachers and teaching assistants, who maximise the support available, particularly for pupils with learning difficulties and/or disabilities. The curriculum meets all the requirements and goes further, for example with the introduction of French in Key Stage 2. In addition, there are a range of extra-curriculum activities that broadens the provision and adds another dimension to wider aspects of learning.

The new headteacher has rapidly identified areas which need improvement. She is strengthening the school's systems for evaluating itself, to ensure that it reflects the on-going analysis of practice and performance and leads to improved provision. Although governors are supportive of the school's work, they have not maintained their statutory oversight, particularly during the past uncertainty with headships. Consequently, whilst the school has reviewed its child protection procedures and its new policy reflects good practice in this area, the training of the responsible member of staff and of the staff as a whole is out of date. Staff supervise pupils conscientiously and the inspection found no evidence of unsafe practice. However, the governors have not undertaken a thorough risk assessment of staff and pupil activities within the school, nor have they established a regular cycle of monitoring to ensure that safe practice is consistently the norm.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get a good start in the Foundation Stage. Parents commented appreciatively about how much their children enjoy school. Good quality provision ensures that children settle quickly and engage happily in their learning. Reception staff emphasise personal, social and communication skills and children's progress is particularly good in these areas. Learning in the Foundation Stage is based on practical, 'hands on' activities, with lots of opportunities for imagination and play. The current theme of springtime and new growth is effective, with planned activities that cover all areas of learning thoroughly. The school is, rightly, seeking to improve outdoor facilities when funds allow, so that a full programme outdoor activities can contribute to all areas of learning. Regardless of this, children's overall achievement is good.

### What the school should do to improve further

- Ensure that the school complies fully with the current government requirements for safeguarding.
- Ensure that the governing body discharges its responsibilities and statutory oversight effectively.
- Develop an outdoor space for use by the Foundation Stage pupils.

## Achievement and standards

### Grade: 2

Achievement and standards have risen since the last inspection and are currently good. Most pupils achieve their early learning goals by the end of the Foundation Stage and go on to perform above the national expectation by the end of Key Stage 1. Standards for the oldest pupils are currently above average because all pupils are currently reaching the national expectation, with the majority performing better than this in English, mathematics and science. The small numbers of pupils in each cohort need to be taken into account when comparing the school's results with national figures. Pupils with learning difficulties and/or disabilities, and those identified as gifted and talented, make progress in line with that of their peers, although the school has already identified ways in which it will further improve its practice. In one year group where achievement is much lower the school's pupil tracking system has enabled it to identify individual pupil's needs and to address them effectively, so they too are making good progress. This reflects the care taken to maximise individual potential.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. They say that they thoroughly enjoy school because 'teachers help them when they are stuck and explain things really well'. Pupils relate well to staff and to one another, attendance rates are excellent and behaviour is outstanding. They show maturity in conscientious working habits and by rising to the challenge of demanding tasks. This quality of response adds to pupils learning and prepares them well for secondary education and the world of work. Pupils know how to have safe and healthy lifestyles, though the school is currently seeking to strengthen this area of pupils learning. They involve themselves well in school and community life, for example by contributing to the annual well-dressing festival. Special events that focus on world cultures have an impact on

them, deepening pupils' understanding of moral, social and cultural issues and preparing them well for life in a multi-cultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is at least good and sometimes outstanding. As a result pupils are able to learn effectively, making good progress which is tracked effectively. Because of the mixed age classes, teachers show excellent skills in differentiating work, both by age and by task. They know their pupils very well and set work that challenges each according to their ability. Planning is good and lessons have clear objectives, so pupils know what they will be learning and when they have met the expected outcomes. However, marking could be more supportive in making it clear how pieces of work might be made even better. Teaching assistants work closely with teachers, particularly in supporting pupils with learning difficulties and/or disabilities. This enables the school to provide effective teaching for pupils with a wide range of abilities. Pupils enjoy their learning and have very positive relationships with their teachers. As a result they are fully engaged in the learning process.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provided meets National Curriculum requirements and a consistent emphasis on promoting literacy, numeracy and information and communication technology skills results in good academic standards. The school has been forward looking by providing French for pupils in Key Stage 2. In addition staff enrich the curriculum with a good range of educational visits, visitors and special events, which bring learning to life and add much to pupils' enjoyment of learning. The curriculum has been modified effectively to support pupils with learning difficulties and/or disabilities. The school has identified the need to introduce a common approach to curriculum planning and to strengthen certain cross-curricular themes in order to further strengthen aspects of pupils' personal development.

### **Care, guidance and support**

#### **Grade: 3**

Standards of care, guidance and support are satisfactory overall. Pupils thrive in the school's positive, family atmosphere. One pupil put it like this 'If ever I come to school feeling a bit sad, there is always somebody to play with me and make me feel better'. Pastoral care is effective because teachers and supervisory staff know pupils and their families really well and respond promptly to their needs. Pupils are kind to one another and they say that staff are good at sorting out the few problems that arise. Staff effectively set targets to promote pupils' progress. Through on-going dialogue teachers ensure that pupils understand how to improve and are well motivated to succeed, although teachers' marking does not always reinforce these important messages effectively. The school is a safe and secure environment. However, some of the school's arrangements for safeguarding pupils fall short of current government requirements.

## Leadership and management

### Grade: 3

The overall quality of leadership and management is satisfactory. During the current school year an acting headteacher, in post until January, ensured that improvements seen previously were sustained. The new headteacher has made a very effective start and has made her mark in the short time since she took up post. There is a clear vision for taking the school forward and putting challenging targets in place that will support this process, both for the school as a whole and for individual pupils. Resources are used effectively and the expertise of the staff is maximised, enabling the school to offer good value for money. Governors provide good support for the school through fundraising and the appointment of key staff, including the new headteacher. However, there are deficiencies in the overall quality of governance. Policies have not been subject to review, and duties such as implementing rigorous health and safety policies have not been fully implemented.

**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](http://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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
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 the 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?	3

<sup>1</sup> Grade 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

29 February 2008

Dear Pupils

Inspection of All Saints Church of England Primary School, Youlgreave DE45 1WN

I am writing to thank you all for all the help you gave when we visited your school recently. We really enjoyed our time with you and we were made to feel very welcome. We were impressed by your very excellent behaviour and politeness. You obviously enjoy school a great deal and like your teachers. It was nice to be in the company of people who get on together so well.

We think that you go to a good school and even though it does not have many pupils your teachers help you to do the best you can because they have a very clear picture of what you have done and what you are capable of achieving. We were pleased that you told us that you enjoy your school so much. We certainly saw lots of smiling pupils in lessons and in the playground. You can be proud of the standards that you are now reaching in your work, which is better than the average we would expect to see.

There are one or two things we have asked the teachers and governors to do to help them make the school even better for you. We think that the Foundation Stage children should have outdoor space where they can learn and play, with better facilities than those you have at the moment. We are also asking the governors to work more closely with the headteacher and your class teachers; for example, to continue to ensure that the school's facilities are safe by checking them regularly.

You are lucky to have a headteacher who has made such a good start since she arrived at the school at the start of term. Your teachers are also good. They work hard on your behalf and this is an important reason why you are doing so well as a school. It is important that you all play your part and continue to work your very hardest so that you can do the best you can.

I would like to wish you all success in the future.

Yours sincerely

Martyn Groucutt

Lead inspector