

All Saints CofE (C) Primary School

Inspection report

Unique Reference Number	124231
Local Authority	Staffordshire
Inspection number	314852
Inspection date	24 January 2008
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	294
Appropriate authority	The governing body
Chair	Susan Durrant
Headteacher	Jeffrey Gray
Date of previous school inspection	8 December 2003
School address	Furlong Close Alrewas Burton-on-Trent DE13 7EF
Telephone number	01283 790174
Fax number	01283 792853

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, the Foundation Stage and leadership and management. The inspector gathered evidence from lesson observations, examination of pupils' work, assessment data, interviews and documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

In this above average-size school, the majority of pupils are White British. A very small number are from minority ethnic groups, but none is at the early stage of learning to speak English. The proportion of pupils with learning difficulties is below average. Children enter school in the Nursery, with skills mainly matching those expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school provides an outstanding education and pupils achieve exceptionally well. The reason for this can be attributed to the first-rate leadership of the headteacher, senior management team, staff and governors. The major strengths reported at the last inspection have been maintained and built upon. Successful curriculum teams enable staff to be involved in leadership issues and develop their skills in checking and improving provision. Although there is an accurate understanding of strengths and areas for development, the school's view of itself is rather modest, because it is always seeking to improve. Links with parents, other schools, the local church and the community are strong. All Saints has many exceptional strengths, and its very good track record for improvement provides it with an excellent capacity to continue to improve even further. Pupils thoroughly enjoy school and this is reflected in their enthusiastic participation in lessons, and their well above average attendance. 'I love school, and I wouldn't be as clever as I am, if I didn't come here!' is a typical comment made by pupils. Parents also hold very positive views and are extremely pleased with the care and education provided for their children. 'This is a fantastic school' and 'It provides a great foundation for the future' are just a few of the many positive remarks made in the parental survey.

Stimulating teaching ensures that pupils are highly motivated and want to learn. Clear instructions, demonstrations and explanations promote learning very well. Skilful questioning is used to challenge thinking and to check pupils' understanding. Pupils respond well to questioning, and many are articulate and confident speakers. They work hard, and take great care and pride in everything they do. Teaching assistants make a valuable contribution to learning, particularly for those pupils with learning difficulties. Information and communication technology (ICT) is used well by teachers to motivate and involve pupils. For example, Year 5 pupils were inspired to use very interesting descriptive language, through the use of a slide presentation showing the imaginary features of an extra-terrestrial world.

Standards are well above average by the end of Year 6. Information from both national and school assessment shows that pupils consistently make outstanding progress from Year 3 to Year 6. In the past, progress has been more rapid in these year groups than in the Foundation Stage, and Years 1 and 2. This is because although there was a rigorous tracking and target setting system for the older pupils, this had not been extended throughout the school. Consequently, teachers of the younger ones had not had precise enough information about what is necessary to teach pupils, in order to maximise their progress. The English and mathematics subject leaders have recently extended this tracking system into all year groups. Now all teachers have reliable information which they use to plan next steps of learning and ensure pupils in all key stages make the best progress possible.

A well-planned and interesting curriculum contributes well to pupils' progress, enjoyment and their personal development. Whilst there is a very good emphasis on English, mathematics and science, the provision for ICT, performing arts and sport is also exceptionally strong. A good range of additional activities such as before and after school clubs, visits and visitors enhance pupils' learning. Pupils really enjoy visits, and the visit to Blists Hill Museum was particularly memorable for them: 'It was great fun as we imagined what it would be like to live in Victorian times'. The Foundation Stage curriculum is good, and children are provided with regular opportunities to learn both in and out of doors. However, children, notably in Reception, do not have sufficient opportunity to make independent choices about their learning.

Friendly, polite pupils are evident throughout the school and their behaviour is exemplary. Their extremely positive attitudes, including care, respect and consideration of others, contribute significantly to their outstanding achievement. Pupils know the importance of adopting healthy lifestyles, including taking regular exercise and eating healthily. However, pupils say that not all pupils use this knowledge of sensible eating when bringing a packed lunch to school. They know how to keep safe and are aware of the dangers of smoking, alcohol and drugs. Members of the school council take their responsibilities seriously. The Young Leaders are also enthusiastic about their work. 'The younger ones love it when we play with them at lunchtime', said one Young Leader. Pupils also willingly help others less fortunate than themselves, by raising money for charities such as Children in Need. Very good care ensures pupils feel safe and secure. Procedures for ensuring pupils' safety and well-being are firmly in place. Year 6 pupils say staff look after them well, and pupils' responsibility of checking the gates are closed in the morning means they know they are in a safe environment.

Pupils are extremely well prepared for the future because by the time they leave this school, they have acquired very good literacy, numeracy and ICT skills. In addition, their personal and social skills are exceptionally well developed. As one parent typically said, 'Pupils here become happy, confident children developing a thirst for knowledge and a real love of learning!'

Effectiveness of the Foundation Stage

Grade: 2

Sensitively managed induction programmes help children to settle quickly into the Foundation Stage. In this Key Stage, children are very happy, enjoy their learning and very quickly learn to work together. Teaching is good and children make good progress. By the time they leave Reception, most are working securely within the goals expected for their age, with some exceeding these goals. Teachers try hard to plan stimulating activities that will engage children's interest. For example, the 'Chinese Restaurant' provided good opportunities for children to plan menus and to eat Chinese food. Great excitement was shown as children explored what happened to noodles when placed in water. Good opportunities are provided for children to learn both in and out of doors. In the Nursery, there is a good balance between activities which are led by adults and those which children choose for themselves. However, there are fewer opportunities for children in Reception to independently choose what they are going to learn.

What the school should do to improve further

- Ensure Reception children have sufficient opportunity to develop their independent learning skills.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
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	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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**

25 January 2008

Dear Pupils

Inspection of All Saints C of E Primary School, Burton-on-Trent DE13 7EF

Thank you so much for welcoming me into your school last week. I really enjoyed my time there and now I would like to tell you what I found out. All Saints is an outstanding school, and one of which you can be very proud. It is so very good because your headteacher, all staff and governors work hard to make sure that you get the best education possible. Your parents are very pleased with the school's work and many told me that they thought your school was fantastic! I agree!

I was very impressed by your superb behaviour, and how interested you were in your lessons. The children I spoke to told me school is really good fun, where everyone is kind and friendly. Staff look after you extremely well, and I was pleased that you feel safe. I know the Year 6 pupils take their responsibility of closing the school gates very seriously. Your attendance is really good - so keep it up! You know the importance of eating healthily and taking exercise. However, some of you do not always make sensible eating choices when bringing your packed lunch to school. I think the school council and Young Leaders do a really good job in helping the school to get even better. You are also good at helping others less fortunate than you are through collecting money for charity.

The standard of your work by the time you leave Year 6 is well above that expected for your age. This is because you are taught so well and you make really quick progress in your learning, particularly in Years 3 to 6. I know that the teachers of the younger ones now have better information about the things you know already and your progress is already improving. I think the curriculum is interesting and I can see why you enjoy school so much, with the many sporting clubs, visits and visitors to the school. Those of you in the Foundation Stage do lots of interesting things and now, I have asked that those of you in Reception have more opportunities to choose for yourself the activities you would like to do.

I appreciated talking to you about your work and watching you learn. I know that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.

Yours faithfully

Mrs L. Furness Lead inspector

Annex B

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Mrs L. Furness
Lead inspector