

# All Saints CofE (A) Primary School

## Inspection report

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<b>Unique Reference Number</b>	124329
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328111
<b>Inspection date</b>	4 December 2008
<b>Reporting inspector</b>	Doris Bell

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	73
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Singleton
<b>Headteacher</b>	Paul Hayward
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Bednall Stafford ST17 0SD
<b>Telephone number</b>	01785 355540
<b>Fax number</b>	01785 355540

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In most years, attainment on entry to this small school is broadly as expected for the children's ages. However, it varies from year to year depending on the make-up of the year group. The proportion of pupils joining or leaving the school, including those moving to the private sector, is greater than in most schools. Apart from when they are in Year 2, pupils, including children in the Early Years Foundation Stage (EYFS), are taught in mixed year group classes. The present headteacher was appointed in April 2007. Extensive building work to improve the access that children in the EYFS have to outdoor learning is nearing completion. The school has a breakfast club, which is privately run.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good quality of education for its pupils. Clear direction from the headteacher ensures that staff and governors understand their collective responsibility for how well pupils do and the standards they reach by Year 6. Teachers meet regularly to discuss pupils' work, to check that they are assessing it correctly, and to help each other plan exciting work that takes pupils' learning forward. As a result, pupils achieve well because they are taught well. They thoroughly enjoy school and their attendance is above average. All of this starts in the EYFS. Here, children make good progress, and provision is good despite the constraints placed on the school by the accommodation and current building works.

Standards were significantly above average in Year 6 in 2007 and, although not yet confirmed, the test results look to be at least above average in 2008. They were also significantly above average in Year 2 in 2008. Standards dip occasionally in the years when the proportion of pupils with learning difficulties and/or disabilities is higher than usual, or a large proportion of pupils have joined or left the school. These factors have a significant impact on standards because of the small numbers in each year group. Even so, the pupils make good progress overall.

Pupils thoroughly enjoy learning. Their behaviour is excellent. They praise the staff, including the headteacher, highly for the good care, guidance and support they receive. They comment particularly that this keeps them safe and helps them to learn and develop well, and they are right. They say, 'learning is great fun at this school'. Their parents also endorse this, commenting, for example, that their children 'can't wait to get to school' and that they make good progress when they are there. There was not one negative comment from the parents who responded to the inspection questionnaire.

Pupils have targets for English and mathematics. They know and understand them, as do their parents. Pupils assess their own learning in these two subjects, using the clear guidance teachers stick in their books to remind them what they are expected to learn. They recognise that the helpful feedback they receive from their teachers through 'learning conversations' and marking helps them to improve their literacy and numeracy skills. Overall, the curriculum supports pupils' learning and personal development well, not least through the good range of visits, visitors and well-attended enrichment activities. The school has made a good start on developing links between different subjects and on promoting basic skills through them. However, within these links, the key skills pupils are expected to learn in each subject are not mapped out clearly enough, and progress towards them is not assessed rigorously enough.

Pupils have a good understanding of how to keep themselves safe, fit and healthy. They make a good contribution to the school and local community, and gain a good awareness of different faiths and cultures in Britain and around the world. They leave the school well prepared for their future. The school promotes community cohesion well through its local, national and international links. Its priorities for improvement are the right ones and its evaluation of its own performance is accurate and well-founded. Governors hold the school to account well. They set challenging targets for the headteacher, which are translated into equally challenging targets for staff and then for pupils. All staff and governors are strongly committed to helping pupils reach the highest possible standards. This, along with the recent improvements in assessing and tracking pupils' progress, gives the school good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good attention is paid to children's safety, welfare and well-being. The school is especially mindful of this at the present time with the currently ongoing building works. Children learn and develop well because their learning is constantly assessed and activities are planned effectively to meet their learning needs. Staff successfully involve the children in assessing their own learning, and children respond well to this. They reach at least average standards by the end of Reception and, in most years, many do better than this.

Children develop good personal skills. They follow established routines well and quickly learn to work and play together. They listen carefully to instructions, focus well on their tasks and behave really well. On the day of the inspection, they were very excited about their impending visit to meet Santa. Nevertheless, they still responded very well to staff, who capitalised well on their excitement, encouraging them to think about what they were going to say, and to write letters to Santa, which they did well.

Leadership and management are good. The curriculum is planned well, with all areas of learning available in the classroom. However, the small size of the classroom means that these areas get somewhat lost at times as the Reception children work alongside Year 1 pupils. Staff are doing their best to minimise the impact of this by planning regular slots for outdoor learning, and encouraging children to move around the different activities planned for them. Inevitably, however, much learning is teacher-directed at the present time.

### What the school should do to improve further

- Identify clearly the key skills to be taught in all subjects and assess pupils' progress towards them rigorously, especially when subjects are linked together.

## Achievement and standards

### Grade: 2

Pupils build well on their learning in the EYFS. The good progress they make there continues throughout the school. Standards in Year 2 returned to significantly above average overall, and in writing, in 2008 after a dip in 2007. Standards seen in the work of pupils currently in Year 2 are better than expected at this point in their learning. Writing skills are particularly well developed.

Except for 2006, standards were significantly above average in Year 6 in the five years to 2007. Although not yet confirmed, early indications are that they will have been at least above average in 2008. Pupils did better in English than in mathematics in 2008, reversing the outcomes of the previous year. The improvement demonstrates the school's success in making reading 'cool' for boys and using it to improve their writing.

The school is working hard to minimise the fluctuations in standards that occur in some year groups caused by differences in the pupils' skill levels. Its improved assessment and tracking procedures are helping it to do this because it uses the outcomes to trigger immediate additional support for any pupil who appears to be underachieving. It also provides good support for pupils with learning difficulties and/or disabilities and they too make good progress.

## Personal development and well-being

### Grade: 2

Pupils feel safe and secure in school. They understand well the procedures that enable them to be so, talking, for example, about teachers 'redirecting' pupils if they are 'naughty'. They report that there is no bullying and they have every confidence in the staff to help them should they have any cause for concern. They reason things out very maturely, concluding, for example, that pupils in Years 3 to 6 might bring their own fruit for snack time to support healthy eating, because free fruit is only available up to Year 2. They also discussed the pros and cons of playing football at playtime, well aware of the dangers this might pose for younger pupils. Pupils, through the school council, have been instrumental in acquiring a good range of equipment for use at play and lunchtimes.

Pupils greatly appreciate the good range of sports and other activities available to them during and outside of the normal school day. Attendance at these is good. Pupils contribute well to the community, taking part in parish and village events and raising money for charities at home and abroad. They have a well-developed sense of their place in the world and of the range and diversity of culture within it. However, their understanding of world cultures is better developed than their understanding of cultural diversity in Britain. Nevertheless, they leave the school well prepared for their future.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils' progress is improving as a result of changes in the way they are taught. Staff assess and track pupils' learning carefully and allow pupils of different ages to work together depending on their learning need. As a result, they cater well for pupils' different stages of learning, although it is not always clear in their planning how they cater for the pupils' different ages. Staff form good relationships with their pupils. Pupils in turn greatly appreciate the help and support they get from the staff, as do their parents.

The strong focus on learning through practical activities helps pupils to capitalise on what they have learned previously. This was noted in an excellent Year 2 lesson, where pupils' writing skills were greatly enhanced as they used the knowledge they had acquired in a design and technology project to explore how different toys worked before writing to Santa to explain this to him. This work also furthered their historical knowledge and understanding because the teacher had carefully selected toys from the past as well as the present day. In some subjects, however, teachers sometimes miss opportunities to consolidate and extend pupils' writing skills. This was noted, for example, in some science and religious education books, where the over-use of worksheets prevented pupils from writing at length.

## Curriculum and other activities

### Grade: 2

The curriculum is planned well. It takes good account of pupils' different ages and stages of learning in literacy and numeracy, and provides good opportunities for pupils to use computers to extend their learning in different subjects. Outside literacy and numeracy, the curriculum is organised on a two-year rolling programme that successfully ensures pupils cover all aspects of all subjects over time and the school is starting to make good links between different subjects.

However, the key skills and routes of progression are not sufficiently clear in each subject when such links are made to enable pupils' progress to be measured accurately. The curriculum caters well for pupils' personal, social and health education, and well-planned and well-attended extra-curricular activities successfully extend learning beyond the normal school day. It also contributes well to community cohesion through well-planned local, national and international links. These include visits abroad, for example to Turkey and Bulgaria to live with families, the study of countries as diverse as South Africa, Kenya and India, and opportunities to learn about different faiths and cultures in Britain.

## **Care, guidance and support**

### **Grade: 2**

Relationships are excellent throughout the school. Safeguarding procedures, including those for child protection, are robust. Pupils throughout the school work and play in a safe, secure and vibrant learning environment. Staff use their good knowledge of the pupils well to guide pupils' learning and personal development. The good academic guidance they give pupils in literacy and numeracy is securely based on information gained from the much-improved systems for tracking pupils' progress in these two areas. Pupils know their targets for literacy and numeracy and are becoming increasingly involved in assessing their progress towards them. They are less secure about the progress they are making in other subjects. Pupils who find learning difficult for whatever reason receive good support to help them catch up with their peers. The school's good links with parents and other agencies help in this.

## **Leadership and management**

### **Grade: 2**

Staff and governors share the headteacher's clear vision of doing everything possible to ensure pupils do as well as they possibly can. The school has also involved parents closely in this. Its improved procedures for assessing and tracking pupils' progress in literacy and numeracy, and the focus on ensuring all staff are secure about levelling pupils' work in these two areas, are helping to improve pupils' progress. Leaders and managers support staff skilfully in this, rigorously checking teaching and learning and providing good guidance on what they need to do to improve.

Well-considered changes in curricular planning are adding to pupils' enjoyment of learning by helping them to see how what they learn in one subject can help them in another. However, this work is relatively new and not yet fully enough embedded throughout the school to measure its impact on pupils' learning. Leaders and managers, including governors, are keeping a close eye on this. The school's good links with other agencies and its networks at many levels make its contribution to community cohesion good.

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## 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?	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	2

### 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 <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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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**

5 December 2008

Dear Pupils

Inspection of All Saints CofE Primary School, Stafford, ST17 0SD

Thank you very much for the warm welcome you gave us when we visited your school. You told us learning is 'great fun' there and it is clear from your excellent behaviour and good attendance that you enjoy school very much. You also have a good understanding of why it is important for people from different cultures and backgrounds to understand each other and live together in harmony. You clearly enjoy the school's international links very much indeed.

You and your parents are right in thinking that you go to a good school that is led and managed well. All staff care deeply for you and work very hard to help you do your best. Those responsible for leading and managing the school, including the governors, keep a close eye on how well you are doing. Your teachers assess and track your progress well in literacy and numeracy. You clearly understand the targets that you have in these two areas and appreciate the learning conversations you have with your teachers that help you see how to improve your work. All of this contributes to the good progress you make throughout the school.

The links the school is now making between different subjects help you to see how what you learn in one subject can help you learn quicker in another. However, this is an area in which the school can improve further. Therefore, we have asked it to identify clearly the skills you need to be taught in each subject, and to check how well you are learning these skills, especially when subjects are linked together in the topics you study. You can help in this by always trying to remember what you have learned in each subject and considering whether it provides you with shortcuts to learning in other subjects

You can help the school to improve further by continuing to work hard. We hope you will continue to enjoy learning as much as you do now, for the rest of your lives.

Yours sincerely

Doris Bell

Lead inspector