

# All Saints CofE (C) First School

## Inspection report

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<b>Unique Reference Number</b>	124274
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328094
<b>Inspection date</b>	21 October 2008
<b>Reporting inspector</b>	John Eadie

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>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	43
Government funded early education provision for children aged 3 to the end of the EYFS	18
Childcare provision for children aged 0 to 3 years	7
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Gartland
<b>Headteacher</b>	Joyce Johnson
<b>Date of previous school inspection</b>	3 October 2005
<b>Date of previous funded early education inspection</b>	3 October 2005
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Lane near Eccleshall Stafford ST21 6RN
<b>Telephone number</b>	01782 791234
<b>Fax number</b>	01782 791234

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<b>Age group</b>	4–9
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

pupils' achievement, and the levels of challenge in the targets that are set for their progress

the effectiveness of strategies to help pupils see what they need to learn next

the effectiveness of the implementation of the Early Years Foundation Stage (EYFS) curriculum in Busy Bees and the Reception class.

Evidence was gathered from:

discussions with the headteacher, the manager of Busy Bees, a governor, pupils, staff and parents

visits to all classes and Busy Bees

scrutiny of pupils' work

observation of other aspects of the school day such as assembly, break and lunchtime

analysis of parents' questionnaires and school documentation, in particular data on pupils' progress and school development planning.

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

All Saints is a very small first school, which draws its pupils from the village and surrounding rural areas. All pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The class teacher for Years 1 and 2 and the teacher for Years 3 and 4 joined the school in September 2008. Busy Bees is a nursery, managed by the governors, which occupies a purpose-built room in the school. It caters for children from two and a half to four years of age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

All Saints is a good school, which parents hold in high regard. One parent spoke for many, in saying, 'The learning environment and atmosphere are exceptional.' The high quality of pastoral care is reflected in pupils' personal development and well-being, which is outstanding. Pupils are developing extremely well into mature and sensible members of society, who behave exceptionally well. They thoroughly enjoy all aspects of school life and this is reflected in the rising and comfortably above-average attendance rate. As a parent typically said, 'This is a happy, supportive and loving school and my child enjoys every day.'

Pupils have a highly developed knowledge of how to stay healthy and safe. They put this knowledge into practice extremely well by making healthy eating and exercise choices and by acting sensibly and safely at school and in their life outside. The healthy lunches are extremely popular, as are the wide range of sporting activities. Pupils also have a keen awareness of security and safety when using the internet.

Pupils make an outstanding contribution to the school and community. Pupils willingly take on many responsibilities in helping in the smooth running of the school, and the school council is instrumental in aiding many new developments. For instance, older pupils are trained to act as play leaders at breaktimes. The school is regarded as the heart of the local community. For example, it leads key annual services at the village church, and its pupils distribute harvest gifts and sing carols in the locality. Pupils also raise significant sums for charities, both at home and abroad. Some fund-raising events are organised by the pupils. This helps to give them an insight into finances and, alongside their good achievement, prepares them well for their future life. Pupils' spiritual, moral and social development are strong. However, although links with the Solomon Islands raise pupils' awareness of cultures outside Britain, their knowledge of the cultures and religions represented in this country is less well developed.

Children start in Busy Bees with levels of skills and knowledge broadly in line with those expected for their age. The focus on their personal development is a priority and parents are impressed with how quickly they settle in. By the time they leave in Year 4, pupils reach standards that are above those expected at that age. They achieve well throughout the school and make good progress. Progress is close to outstanding in reading, though not quite as good in mathematics. The school has recognised this, and raising standards in mathematics is a current area for development. Pupils with learning difficulties and/or disabilities make good progress as good plans are made for their learning and they are supported well. Standards in sport are high, which is reflected in the range of trophies won in a variety of sports over the last year.

The key element in pupils' good progress is good teaching. Many parents commented on the seamless assimilation of the new teachers, and excellent relationships are evident in all classes. This means that pupils are keen to take part in all learning activities. Teachers use questioning very well to make pupils think. For instance, pupils in the Years 1 and 2 class discussed with their partners how they would feel as a baby owl if their mummy owl flew off and left them. Pupils in the Years 3 and 4 class were keen to share the autumn haiku (Japanese 3-line poems using 17 syllables in a set pattern) that they had created. These haiku made good use of colourful vocabulary as the teacher constantly encouraged pupils to think how they could improve them. There are occasions when lessons do not move as briskly as they might, with pupils sitting on the carpet or carrying out one activity for too long.

A great deal of thought has been put into how the curriculum could be made interesting for pupils. A parent spoke for many when she said, 'My children come out of school full of stories about what they are learning.' Pupils thoroughly enjoy the lessons planned. As one said, 'Teachers make our lessons fun!' French, which is taught to all pupils, and swimming for all pupils in Years 1 to 4, are particularly popular. Although a good range of topics is planned to be covered, these plans are not then fully refined to identify particular skills and knowledge to be learned. The curriculum is made more relevant and exciting by the wide range of visits organised. Many parents and outside experts run a very good range of extra-curricular activities. For instance, pupils have had an opportunity to try golf and parents run a very popular art and crafts club.

Other partnerships are used extremely well to support pupils' learning and well-being. A particularly important link is with the middle school to which most of the pupils transfer. This ensures that the move to a much bigger school is smooth and worry-free. The headteacher is a driving force in the local group of small schools and this means that good professional development for teachers and governors can be shared. Pupils' learning also benefits from these links as they have opportunities to work with pupils from other schools. For instance, pupils in one school start a story and then email it to the next to continue.

The quality of care, guidance and support given to pupils is good overall. Pastoral care is outstanding. All adults know the pupils extremely well and pupils are confident that any potential problems will be dealt with quickly. Academic support and guidance are not so good. Careful records are kept of the progress that pupils make and this information is used well to identify any in danger of falling behind so that good support can be provided. However, pupils do not always know how to improve their work. Teachers are positive when they mark pupils' work and general targets are shared, but pupils are not often made aware of the small steps in learning that will help them make faster progress, nor are pupils sufficiently involved in checking their own progress against the targets they have been set.

The key to the effectiveness of the school is strong leadership and management. The headteacher has a very clear vision for the future of the school, and this vision is shared well with all staff and governors. It says much for her leadership that, with an almost total change in teaching staff, momentum has not been slowed. However, it has meant that she has taken on much of the burden of improving the school. Developing the management skills of other staff is a priority. An accurate picture has been built of the school's strengths and areas for development. Governors play a key role in monitoring the school's effectiveness with a well-developed structure of committees. They offer expertise, enthusiasm and good levels of challenge. The promotion of community cohesion is good, particularly in building links across the school and local community. Bearing in mind the progress the school is making and the very evident teamwork of all involved, the school is well placed to continue on its upward path.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter Busy Bees with skills and capabilities broadly in line with those expected for children of their age. Good provision enables children to make good progress and, by the end of Reception, they have reached above average standards in almost all areas of learning. The happy, nurturing environment and the strong relationships with parents ensure that children settle quickly and develop good attitudes to learning. Good teaching combined with stimulating and imaginative activities ensures children's enjoyment. Consequently, children become increasingly independent and develop good personal and social skills. Staff are skilled at

extending children's learning through good questioning and appropriate intervention. Regular assessments ensure that next steps for learning are clearly identified. Good planning is in place for the provision of the six areas of learning during activities led by adults. However, planning for activities that children choose for themselves does not always have a clear learning focus. The school recognises the need to make changes to allow ready access to the outdoor learning environment so that effective learning in all curriculum areas can take place outside as well as inside. Close attention is paid to children's welfare needs. The provision is well led and managed. Parents are impressed with the way their children's needs are met, particularly with the way that their children gain in confidence.

### **What the school should do to improve further**

- Ensure that pupils know what they need to learn next and are involved in checking on their progress towards meeting these learning targets.
- Improve planning for the curriculum for the EYFS, so that activities that children choose for themselves are more focused on their learning needs, and that the outdoor environment is used more effectively across all areas of learning.

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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?	1
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>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	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

22 October 2008

Dear Pupils

Inspection of All Saints CofE (C) First School, Standon, ST21 6RN

Thank you so much for welcoming Mrs Hughes and me to your school recently. We really enjoyed our time with you and we were very impressed with how much you had to tell us about all the things you like at school. You told us that you enjoy school very much, and we are not surprised as it is a good school.

These are the best things we found about your school.

- You are developing extremely well into polite and sensible young people who work hard.
- You make good progress because you are being taught well. By the time you leave, you reach standards that are above those that most children of your age reach.
- Those of you in Busy Bees have a good start to your schooling.
- All adults look after you extremely well.
- Teachers plan lots of interesting things for you to do. As you told us, 'Teachers make lessons fun!'
- Your headteacher, staff and the governors have really good plans to make your school even better.

There are two main ways in which we feel you can be helped to make better progress.

- You need to understand more clearly what you should learn next to make your work better, and then you can check on how well you are doing.
- We have asked adults in Busy Bees and the Reception class to help you choose your activities more carefully and to help you use the outdoor areas for more of your learning.

We are sure you will continue to work hard and help your teachers by asking them how you can improve.

With best wishes

John D Eadie Lead inspector