

Inspection of All Saints CofE (C) First School

Church Lane, Standon, Stafford, Staffordshire ST21 6RN

Inspection dates: 17–18 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

The school's Christian values, which include hope, endurance and thankfulness, underpin learning and school life. Leaders have created a safe, calm and orderly environment in which pupils form positive relationships with one another, and with staff.

Leaders want all pupils to do well. Pupils are enthusiastic about their learning. The question-based approach to learning encourages them to be curious. Most topics build on what pupils already know, but do not always stretch the most able pupils.

Pupils' interests and talents develop across a wide range of subjects and activities. Out-of-school clubs give pupils the chance to take part in a range of sports including gymnastics and 'crab football'. There is also a collectible card games league which is popular with pupils.

Pupils receive good care and attention. Staff know pupils and their families well. Pupils behave well in lessons and as they move around school. Pupils say bullying rarely happens but know how to get help if it does.

What does the school do well and what does it need to do better?

Children in the Nursery and Reception class make a good start to their learning. Staff in the early years have very high expectations of the children. Staff keep detailed observations of what the children can do. Children's 'Learning Journey' books show they take part in a wide range of activities. The classroom and outdoor areas are full of interesting things to do. For example, the outdoor stage encourages role-play and performance. The early years leader provides strong leadership and knows how to make things even better. There are plans to move to 'planning in the moment', where children's interests and ideas will shape their next learning activities.

Leaders prioritise reading in the school. Phonics teaching begins as soon as children start at the school. The sounds children know and learn are carefully monitored. Pupils who need extra support receive it. The books pupils take home match their abilities. Most pupils read fluently by the end of key stage 1. High-quality texts are a focus for whole-school reading events. Recently, a study of 'The Perfect Pet' by Fiona Robertson began with a visit from the Dogs Trust. The project ended with pupils making costumes and disguises in design and technology that relate to the book. Pupils then wore their designs at a fashion show for parents. Projects such as this enable pupils to get to know and understand a book inside out.

The school has recently changed the way they plan and deliver some subjects. Some of these plans still need some adjustments to suit the needs of all learners, mainly more able pupils. This is particularly the case in mathematics and personal, social and health education (PSHE).

Sometimes pupils are not given the opportunity to apply their knowledge, such as to carry out enquiry-based learning. For example, in history pupils often simply learn facts and compare different periods of history. They are not able to talk about different historical sources and evaluate their worth. This does not enable them to deepen their understanding or fully develop their historical skills.

Pupils understand the school's Christian values. The school develops pupils' spiritual and moral learning well. Staff record pupils' responses in religious education in reflection books that are a credit to the school. However, the school does not explicitly teach British values. Pupils do not know what these are or understand what terms such as democracy mean. Pupils are not as prepared as they could be for life in modern Britain.

Teachers are clear which pupils need extra support. Adults and resources are deployed effectively to ensure that pupils with special educational needs and/or disabilities get the help they need.

The school is well led. Governors and leaders know there is still more work to do to make the curriculum even better. There are plans in place to do this. Governors are highly effective and knowledgeable. They provide a good balance of challenge and support for the headteacher. Staff are proud to work at the school and agree that leaders ensure that their workload is manageable. Most parents say good things about the school and the strong community feel it has.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant in their care for pupils. They report their concerns in the right way and to the right people. Leaders carry out the correct employment checks on school staff. Staff and governors receive regular safeguarding training.

The school site is secure, and access to visitors is controlled. Safety procedures such as fire drills are familiar to pupils.

Pupils are taught to keep themselves and others safe. For example, a visit from Staffordshire Canals Trust helped pupils understand how to keep themselves safe when around water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils lack wider enquiry skills. For example, they are not able to articulate well their learning in history or evaluate different sources of evidence. Teachers need

to plan opportunities for pupils to carry out enquiry. This will enable them to have a deeper understanding of the subjects that they are studying.

- Teachers do not always provide work that challenges the most able pupils; this is particularly the case in mathematics and PSHE. Teachers need to plan activities that develop the most able pupils' knowledge and skills. This will enable the most able pupils to think more widely and deeply and make more progress in these subjects.
- Pupils know the school's Christian values well. However, they do not know or understand what British values are. The school needs to ensure that teaching extends and makes links to respect and tolerance of those with other faiths and beliefs. This will ensure that pupils are better prepared for life in modern Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124274
Local authority	Staffordshire
Inspection number	10088514
Type of school	First
School category	Voluntary controlled
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair of governing body	Victoria Sylvester
Headteacher	Vicki Bradley
Website	www.allsaints-standon.staffs.sch.uk/
Date of previous inspection	11 May 2018

Information about this school

- Children start school either part time or full time in the mixed Nursery and Reception class.
- Since the last inspection, there have been significant changes in staffing. Two new teachers joined the school from September 2019. The headteacher is the sole member of the senior leadership team.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We focused on the following subjects during the inspection: reading, mathematics, history and PSHE. We visited lessons, looked at pupils' work and examined teachers' plans. We talked with pupils and staff about the way these subjects are planned and taught. We also looked at work from other subjects and spoke with pupils, staff and parents about the school.
- We examined the external performance data about the school and looked at the school's website.

- Pupils, staff including the office manager, leaders, parents and governors spoke to us about safeguarding arrangements and routines at the school. We examined the record of employment checks on school staff.
- We observed pupils' behaviour in class and at other times of the day and spoke to parents, staff and pupils about behaviour.
- During the inspection, we had formal meetings with the headteacher, governors, teachers and pupils. We had telephone conversations with the school's learning partner adviser and with an adviser from the Lichfield diocese. We also talked informally to pupils and parents to gather information about the school.
- By the end of the inspection, there were 12 recent responses to Ofsted's online questionnaire, Parent View. We considered these and 11 responses to the pupil survey and six responses to Ofsted's online questionnaire for staff.

Inspection team

Heather Phillips, lead inspector

Her Majesty's Inspector

Amarjit Cheema

Ofsted Inspector

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