

All Saints CofE (C) Primary School

Furlong Close, Alrewas, Burton, DE13 7EF

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Nursery and Reception achieve well. They are confident and motivated learners.
- By the end of Year 6 pupils achieve levels above those nationally expected for their age, particularly in reading and mathematics.
- The proportions of pupils reaching higher levels in reading and mathematics are above those found nationally.
- Teaching is good and sometimes outstanding. Teachers make good links between subjects and plan lessons that are interesting so that pupils are motivated to learn.
- Pupils behave well in lessons and around school. They are polite and caring to each other and have a strong sense of right and wrong.
- Leaders, managers and governors ensure that pupils achieve well, overall, and that teaching is good. Governors provide senior leaders with a strong level of support and challenge.
- Parents are extremely positive about the school. They praise the staff's commitment to keeping their children safe and happy at school.
- Pupils have many memorable learning experiences including a wide variety of visits which contribute strongly to their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- A small amount of teaching is not yet consistently good or better. Activities are not always set at the right level of difficulty, particularly for pupils who find learning more difficult.
- New systems to collect information about the achievement of different groups of pupils are not yet used effectively by senior leaders.
- Senior leaders do not give sufficient guidance to teachers about how to improve the achievement of different groups of pupils.
- There are insufficient opportunities for teachers to learn from outstanding teaching within and beyond the school.

Information about this inspection

- Inspectors observed 18 lessons. Five of these were jointly observed with the acting headteacher.
- Inspectors also observed the acting headteacher reporting back to teachers on the quality of their teaching.
- In addition to lesson observations, inspectors reviewed pupils' mathematics, topic and writing books. Inspectors heard some pupils read.
- Meetings were held with the Vice-Chair of the Governing Body and two other governors, senior leaders, and subject leaders. Inspectors also met with groups of pupils.
- A telephone discussion took place with a representative from the local authority.
- Questionnaire responses from 29 members of staff were reviewed.
- There were 57 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors took account of these and also spoke with parents and carers as they arrived at school with their children.
- Inspectors looked at a range of documents, including: the school's own information on pupils' achievement, minutes of governing body meetings, attendance information, and documents relating to behaviour and safeguarding.

Inspection team

Marilyn Mottram, Lead inspector

Her Majesty's Inspector

Prue Rayner

Her Majesty's Inspector

Edgar Hastings

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is below average. This is additional funding for specific groups of pupils, such as children looked after by the local authority and pupils known to be eligible for free school meals.
- The vast majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make teaching even better by ensuring that teachers always set work at the right level of difficulty, particularly for pupils who find learning more difficult.
- Increase the effectiveness of senior leaders by ensuring that:
 - information about the achievement of different groups of pupils is used effectively to quickly identify any weaknesses and take action to address these
 - monitoring of teaching places a greater emphasis on the achievement of different groups of pupils so that teachers receive the precise guidance needed to tackle any differences in performance
 - teachers receive opportunities to learn from outstanding practice within and beyond the school to enhance their own skills and ensure pupils' better achievement.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills and knowledge that are broadly similar to those typical for their age. They make good progress in the Nursery and Reception classes and start Year 1 with skills that are just above those expected for their age.
- During their time in the school pupils, including the most able, make good progress overall. Some make outstanding progress, especially in reading. By the time they leave the school, attainment is above average, particularly in reading and mathematics.
- Pupils who find reading more difficult are beginning to make rapid progress due to well-planned additional sessions to teach early-reading skills. A strong emphasis on the sounds that letters make (phonics) is enabling pupils who struggle with their reading to tackle unfamiliar words effectively. The Year 1 reading check in 2013 was a significant improvement on the previous year and showed that pupils were doing better than expected nationally.
- More-able pupils in mathematics thrive. This is because they frequently have opportunities to investigate mathematical problems. For example, pupils were using their mathematical knowledge to design and construct parachutes and investigate air resistance. Pupils enjoy these challenges and have very positive attitudes towards their learning.
- Teachers plan exciting and meaningful opportunities for pupils to read and write across different subjects. During the inspection Year 6 pupils were writing leaflets linked to their recent residential stay at Laches Wood. Pupils were working with learning partners, discussing their leaflet designs and helping each other to improve their writing. This contributes to pupils' good social and communication skills.
- Pupils who find writing and mathematics more difficult do not make progress as rapidly as others. This is because activities are not always set at the right level of difficulty. As a result, some pupils struggle to get on with their work while others find the work set too easy.
- Few pupils are supported through the pupil premium in any one year group. In 2012, the attainment of pupils eligible for funding in Year 2 and Year 6 was lower than that of other pupils in those year groups by a year and a term in reading and writing and a term in mathematics. The school has used pupil premium funding to appoint additional support staff and provide extra sessions for these pupils. Currently, more pupils are making rapid progress and catching up with their classmates.
- Disabled pupils and those who have special educational needs make good progress towards their targets. This is because teachers and teaching assistants work closely together and make sure they provide pupils with the right resources and support they need to complete their work.
- 'It builds up your strength' and 'The different sports give everyone a chance to shine' were just some of the comments pupils made when asked their views about physical education. Pupils achieve well in physical education. They enjoy taking part in the additional dance and gymnastic sessions that have been introduced recently as a result of the primary sports funding.

The quality of teaching is good

- The quality of teaching is usually good and sometimes outstanding, including in Nursery and Reception, as confirmed by lesson observations and a review of pupils' work.
- Pupils are keen to learn because teachers plan lessons that excite and motivate them. Topic work, such as, 'Who were the Celts?' make good links to literacy work. In one lesson, pupils were making a comic strip based on the Roman invasion of Britain. All pupils were practising reading skills and eager to find out more information. As a result, all groups of pupils made good progress.
- As a result of the right level of training and support, teachers and other adults teach early reading and the sounds that letters make (phonics) effectively. Teachers often read aloud to pupils and introduce them to a wide range books and poetry from well-known authors. This fosters a love of reading.
- 'Marking tells you what you need to do to improve' and 'Teachers comments make us get better at that particular thing' are just some of the remarks made by pupils. Teachers use a range of different methods to help pupils to improve. Learning journals and weekly reflection sheets help pupils to better understand their own learning and what to do next.
- Teachers' subject knowledge has improved, particularly in the teaching of writing. Teachers are able to assess writing more accurately. This has resulted in most pupils having a better understanding of how to improve their writing.
- In the best lessons, teachers and teaching assistants frequently check how well pupils are doing. They use effective questioning so that pupils have to think more deeply and explain their thoughts clearly to others. For example, in a lesson investigating properties of shape, pupils were encouraged to think for themselves and share their views. When mistakes were made, pupils supported each other well. This good practice promotes pupils' social skills and positive attitudes to learning.
- Not all teachers consistently make sure that activities are well matched to the learning needs of pupils of different abilities. This is particularly the case for pupils who find learning more difficult in writing and mathematics lessons. Occasionally, the tasks are either too easy or too difficult and are not suitably adjusted. This hampers pupils' progress.

The behaviour and safety of pupils are good

- Pupils' social and moral development is strong. The curriculum provides rich opportunities for pupils to explore the beliefs and values of others. Pupils demonstrate a mature understanding of the school's values and readily talk about the importance of honesty, fairness and equality.
- A particular feature of this school is the care that pupils show for one another. The school has a strong, positive ethos. Pupils talk about the importance of praying with and for each other. They value private time for thought and feel that it helps them to be respectful of others. This results in the warm and trusting relationships that exist in the school.
- School records confirm that any poor behaviour is very infrequent and is handled well when it does occur.
- Pupils feel safe in school and they know what to do in potentially unsafe situations. This is

because teachers use every opportunity to promote safety within the curriculum and on residential visits and trips. Parents and carers who responded to Parent View, and those who spoke with inspectors, agree that their children are safe in school.

- Pupils have many memorable and enjoyable learning experiences. They talk enthusiastically about their studies in the wildlife area and the allotment. They speak about learning to play instruments, a love of music and studying the work of different artists. This reflects the rich curriculum on offer at the school.
- Pupils' attitudes to learning in lessons are generally good. In the best lessons, where pupils are fully engaged, attitudes are outstanding. For example, when pupils were creating leaflets following their residential trip, they were highly motivated and working with a considerable degree of independence. However, in some lessons pupils do not concentrate fully on their learning and are not focused on the tasks they should be doing.

The leadership and management are good

- The headteacher has an accurate understanding of the school's strengths and areas that require further improvement. Since the previous inspection, the links with parents, other schools and the local church and community have continued to be strong. Virtually all parents say that they are happy with the school and would recommend it to others.
- There is a common sense of purpose among the staff and a strong sense of teamwork. There are clear and high expectations of all staff. Teaching staff and teaching support staff work effectively together. The school is well placed to continue to improve.
- Through regular classroom observations senior leaders check the quality of teaching and help teachers to improve their skills further. However, when checking the work of teachers, senior leaders do not always focus enough on the achievement of different groups and identify the precise actions individual teachers need to take to tackle any differences. This omission has resulted in some variations in the achievement of different ability groups across the school, particularly pupils who find learning more difficult. Senior leaders have correctly identified this weakness but, action has not yet remedied the deficiency in teaching.
- The headteacher has recently introduced new systems to provide more precise information about the achievement of different groups of pupils, including those eligible for the pupil premium funding. He has appointed two leaders below senior level with responsibility for introducing a better system for checking this information and presenting the picture clearly. However, this is a very recent change. Senior leaders have not yet been able to start using the information effectively to quickly identify any weaknesses and take action to address them.
- Leadership of the Early Years Foundation Stage and special educational needs are good. Middle leaders know their aspects and subjects very well and are working to bring about improvements. This is a growing strength of the school.
- Senior leaders meet termly with teachers to discuss their performance and the progress of pupils. Decisions about pay are closely linked to how successfully teachers meet the targets set for pupils' achievement.
- Leaders organise training for staff, including for leaders below senior level, and provide support when whole-school needs are identified. For example, training took place last year for all staff on teaching early reading. This resulted in significant improvements in the Year 1 reading check.

However, teachers do not have regular opportunities to learn from outstanding practice within the school or from teachers beyond the school.

- The curriculum prepares pupils very well for their social, moral, spiritual and cultural development through the subjects taught, assemblies and the wide range of after-school clubs and activities. The school make extensive use of the local community to plan visits out and to invite visitors in to school. Pupils talk enthusiastically about visits to a local mosque and their knowledge of different faiths and backgrounds.
- Pupil premium funding is helping pupils at risk of underachieving to succeed. Pupils who need extra support are benefiting from the appointment of additional staff. Small-group work and individual tuition are carefully planned and targeted to improve pupils' progress in specific areas of need. Current information shows that these actions are beginning to help pupils who were behind in their learning to catch up.
- The local authority provides appropriate support for the school, although it has little involvement and regards the school as in a 'light touch' category. Governors choose to access relevant training and support programmes as necessary. For example, they value training to help manage the performance of staff.
- **The governance of the school:**
 - The well-trained governing body supports and monitors the work of the school effectively. Governors know the school's strengths very well and what still needs to be done. They are in school often. Governors have a good understanding of the school's performance data. They have been closely involved in recent changes and are knowledgeable about the new systems for checking the achievement of different groups of pupils. Governors are well informed about the quality of teaching and the performance management arrangements for teachers. This has led to good decisions being made on the rewards that staff receive and the allocation of funds such as the pupil premium and the primary sports funding. Governors meet regularly with their subject-link teachers. These meetings enable them to gather the information they require to challenge senior leaders and staff about pupils' achievement and the quality of teaching. Governors provide senior leaders with a strong level of support and challenge. They ensure the procedures for keeping pupils safe meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124231
Local authority	Staffordshire
Inspection number	427213

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 of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Susan Durrant
Headteacher	Jeffrey Gray
Date of previous school inspection	7 January 2011
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