

All Saints C of E (C) First School

Inspection report

Unique Reference Number	124246
Local Authority	Staffordshire
Inspection number	380842
Inspection dates	8–9 December 2011
Reporting inspector	Andrew Stafford

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Terry Davies
Headteacher	Simon Webster
Date of previous school inspection	19 September 2006
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Age group	4–9
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons and five teachers were seen. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school improvement plan; assessment of pupils' progress; school self-review material; and documents related to safeguarding. Inspectors received 60 completed questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current attainment and progress in reading and writing was investigated and compared to that in mathematics.
- How effectively leaders at all levels work when monitoring and evaluating the work of the school.

Information about the school

This school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is below average. There are very few pupils who speak English as an additional language and few from minority ethnic groups. The school has achieved a number of awards including Sports Activemark, Artsmark, Silver Eco status and the National Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where happy pupils enjoy learning. Good achievement and personal development are sustained by outstanding care, guidance and support and consistently good teaching. Engagement with parents and carers is outstanding; they show high levels of confidence in the school. One, typifying the views of many, wrote: 'The school understands children well. It tailors learning to suit them. It has fantastic transition both from play group and to middle school. The teachers are good, informative and welcoming. They listen and act on any concerns. I trust their judgement. I cannot think of a better place for my child to be'. The headteacher provides a clear vision for learning and staff are highly committed and work well as a team.

All pupils, including those with special educational needs and/or disabilities, make good progress in learning at all stages, having entered the Reception class with skills at levels expected for their age. Attainment in reading, writing and mathematics rises to above average by the end of Years 2 and 4. However, the proportion of pupils reaching higher levels in these subjects has not been consistently high. Behaviour is outstanding and pupils are eager to learn, cooperate well and invariably try their best. Pupils feel safe in school and are entirely confident that adults will help them. Pupils make an excellent contribution to the school community by being keen to help and take responsibility. Their good progress in acquiring key skills, such as using computers, prepares them well for the future. Attendance is well above average, showing that the school's work in this area is proving to be very successful. Pupils are tolerant and respectful of each other, and their spiritual, moral, social and cultural development is good.

Lessons are well organised with a brisk pace and practical activities to motivate pupils so that they make good progress. Teachers show a good knowledge of pupils' learning and generally use assessment carefully to plan the next steps. The good quality curriculum is enriched by after-school clubs and worthwhile visits within the locality. Highly effective, well-targeted support for pupils with special educational needs and/or disabilities enables them to make good progress.

Leaders and managers are ambitious for pupils to achieve. A supportive governing body has pupils' needs at the centre of its work. Strengths and weaknesses are well known because self-review is systematic and perceptive. Clear plans for improvement are based on effective monitoring and evaluation. Improvements in the standard of behaviour, the quality of care, guidance and support and the promotion of equal

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opportunity show there is good capacity to sustain improvement. The range of partnerships, particularly with schools locally, is good. The warm and friendly school ethos contributes to good community cohesion. The school manages its resources efficiently, achieves good outcomes and provides good value for money.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics so more pupils consistently reach the higher levels by:
 - using assessment to achieve a more precise match of teaching to pupils' needs so that they are fully challenged
 - sharing good practice about the implementation of learning targets for individuals and groups
 - developing self-review further that so all senior leaders can check out the effectiveness of any revised teaching strategies and its impact on pupils' progress.

Outcomes for individuals and groups of pupils**2**

There is good achievement and enjoyment of learning. Progress in lessons is good and pupils acquire positive attitudes to learning. They listen carefully, try their best and make a good effort to reach the objectives set by their teachers. They write with increasing confidence and skill. For example, in Year 4 many acquire the ability to draft sentences with correct punctuation. Pupils are eager to read and show a lively interest in letters and sounds. They enjoy developing their mathematical skills and understanding; for example, in one Year 2 lesson pupils keenly used money to match the amount shown on various cards. Although most pupils reach above expected levels in reading, writing and mathematics from starting points generally in line with those expected on entry to the Reception, the proportion of pupils reaching the higher levels has not been consistent over time. The school's analysis of pupils' attainment and progress has led to the whole school having an intensive phonics session at the beginning of every day. This, and the use of personal targets to focus on the key skills required, has ensured that those pupils capable of attaining the higher levels at the end Year 2 and Year 4 are now on track to do so. Although most pupils show a good grasp of their individual targets, these are not always used to full effect in all classes to help pupils make faster progress. Those with special educational needs and/or disabilities make good progress because of well-thought-out support to remove barriers to learning, and the effective deployment of teaching assistants within the classroom. In some classes, boys do not do as well as girls with their reading and writing but this is not a consistent pattern; last year boys did better than girls in the statutory assessments.

The curriculum enables pupils to acquire a good knowledge of how to live a healthy life and they are eager to eat fruit, join in exercise and can explain how they intend to keep healthy. Pupils say that they are free from bullying and are certain that

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adults in school will listen carefully to them and help them with any difficulty. The school council is one good example of the various opportunities for pupils to contribute to the school community. Pupils are accepting of school rules and tolerant of differences among each other. They love music and art and enjoy assembly because they can take part. All of this contributes strongly to pupils’ personal development and prepares them well for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching supports the good progress made by pupils, and lessons are well planned to provide relevant and interesting activities. These are often of a practical nature and involve pupils in doing things together. For example, pupils worked in groups and thoroughly enjoyed the memory test of skimming and scanning a text displayed for less than a minute on the white board. Classrooms are well organised and replete with purposeful resources to support learning, such as number lines and banks of useful words. Much teaching is lively, which engages pupils, and relationships are warm and positive. Teaching assistants are deployed well in the classroom to support groups and individuals. The marking of pupils’ work and assessment of their progress is effective. This contributes positively to pupils’ good progress, but occasionally assessment is not used well enough to plan work that provides enough challenge for all pupils. The effective system for tracking pupil progress is used by leaders and managers to target additional support for those at risk of falling behind.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The curriculum is planned well and achieves a good balance of various subjects, together with a clear long-term view of what pupils should cover in their learning. There are numerous after-school clubs and these have a good take up. A strong feature of the curriculum is the use of visits and visitors to enrich pupils’ experience. Pupils have worked with authors, performed at residential homes for the elderly, and competed to produce the best food to sell at a local farm shop.

There is outstanding care, guidance and support because strategies to help the most vulnerable pupils and their families are timely, relevant and implemented with skill. Support is targeted efficiently and based on a thorough understanding of pupils’ needs and the context of the family. Those with special needs and/or disabilities benefit from wide-ranging and accurate assessments of their requirements and strong links with support agencies, where appropriate. Transition arrangements from pre-school are strong and there are numerous highly effective links to enable Year 4 to move on to middle school. Within the school, there is excellent continuity from year-to-year because of consistently good teaching and assessment. This contributes strongly to the good progress in learning and the frequently outstanding examples of personal development for individual pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All aspects of leadership and management are at least good and engagement with parents and carers, together with the promotion of equal opportunities, are outstanding. Leaders and managers at all levels are keen for pupils to do well. The ambition to sustain good outcomes is shared by the governing body and staff. There is a common view of what constitutes good teaching and learning. Leaders and managers at all levels are relentless in ensuring that this is provided. The headteacher exemplifies this approach and makes his vision clear. Everyone understands their roles and carries them out with commitment. Teachers and teaching assistant work well together. Teaching and pupils’ progress are carefully monitored although the system does not show leaders easily how well different groups are learning. Pupils’ work is scrutinised and teachers’ plans reviewed. Information from this is acted upon promptly to ensure that there are a consistent proportion of the higher levels in reading, writing and mathematics. The performance of staff is managed well and training purposefully supports improvements in practice. However, senior leaders have not developed self-review further by, for example, rigorously evaluating the revised teaching strategies and their impact on pupils’

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progress. The governing body shows a good level of effectiveness in providing challenge and support. There is a system for link governors to visit classrooms and they have become increasingly involved in monitoring.

Each morning, staff are available to talk with parents and carers and this helps promote good relations. Parents and carers are exceptionally positive in their view of the school, and feel welcomed and well informed. Numerous opportunities are available for them to find out about the curriculum and how well their children are doing. Links with local businesses, other schools and with a range of agencies are effective in promoting learning and well-being. All pupils, including those capable of getting the higher levels, have excellent equal opportunity to learn because pupils are treated as individuals, and the school is extremely vigilant in tackling discrimination. Links with places and people in Kenya, support for charities and numerous contacts within the locality ensure the good promotion of community cohesion. All staff and the governing body are sharply focused on keeping pupils safe and are vigilant in following through the child protection policy and ensuring up-to-date training. This results in procedures for safeguarding that are good and, together with excellent care, guidance and support, helps to explain why pupils say they feel entirely safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is good. The Reception class provides a supportive and safe environment where good outcomes are achieved. Children make particularly brisk progress in their personal development, learning how to relate to others, take turns, be independent and organise themselves. They gain in confidence as they learn about letters and sounds. Activities are sharply focused

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on helping children to use language and make sense of their world. They thoroughly enjoy being outdoors and play well with each other; for example, when at the sand tray two boys were making sand castles at the seaside and ‘dancing in the sea’. Good-quality provision includes good teaching and accurate assessment. Relationships are extremely positive and children respond well to the many lively activities with a sense of fun. Resources are organised well to provide exciting learning. A feature of the good leadership is that teachers and teaching assistants work well together to provide consistently purposeful activities. Planning is secure and the team leader is acquiring a firm grasp of good practice that informs monitoring and evaluation and plans for improvement. Links with parents and carers and with the village’s pre-school group are strong. This enables children to make a prompt and effective start to learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers express a very positive view of the school. The questionnaires returned show a very strong level of support for what the school is doing. All think the school keeps their child safe and that it is an enjoyable experience. They all strongly agree that the school takes account of their suggestions and concerns. They feel well informed about the progress their children are making. Some wrote on the questionnaire to say how pleased they were with the work of the headteacher and what he is achieving. Inspectors found the school’s engagement with parents and carers to be outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE (C) First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	60	24	40	0	0	0	0
The school keeps my child safe	46	77	13	22	0	0	1	2
The school informs me about my child’s progress	28	47	30	50	2	3	0	0
My child is making enough progress at this school	30	50	29	48	0	0	0	0
The teaching is good at this school	33	55	27	45	0	0	0	0
The school helps me to support my child’s learning	34	57	26	43	0	0	0	0
The school helps my child to have a healthy lifestyle	42	70	16	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	68	16	27	0	0	0	0
The school meets my child’s particular needs	31	52	28	47	0	0	0	0
The school deals effectively with unacceptable behaviour	35	58	24	40	0	0	1	2
The school takes account of my suggestions and concerns	34	57	22	37	1	2	1	2
The school is led and managed effectively	39	65	19	32	0	0	0	0
Overall, I am happy with my child’s experience at this school	40	67	19	32	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 December 2011

Dear Pupils

Inspection of All Saints C of E (C) First School, Denstone, ST14 5HT

Thank you for the warm and friendly welcome you gave to me and the other inspector. We enjoyed our visit, and think that All Saints is a good school.

You enjoy school and are keen to learn. You make good progress in your learning and enjoy finding out about letters, sounds and numbers. We really liked the displays of exciting artwork, and the photographs of you beaming with pride when celebrating the awards you achieved. You said your behaviour was very good and we agree. You told us that adults in school help you and always sort out problems. We found the care, guidance and support they give you to be outstanding. You said you feel entirely safe in school and we felt this to be true. Your parents and carers are extremely happy with what the school does for you. The good teaching makes things interesting. The curriculum is good and you like the after-school clubs and have interesting visits to exciting places. The headteacher, school leaders and managers, and the governing body are doing a good job in helping you learn. They keep you safe and give everybody a chance to do well.

We have asked the school's leaders to make sure that more of you reach the higher levels in reading, writing and mathematics every year. You can help by telling your teachers how well you are learning or if you have any problems. Carry on supporting your class mates in learning and getting on so well together.

With our best wishes for the future.

Yours sincerely

Andrew Stafford
Lead inspector

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