



All Saints CofE (C) First School

Inspection Report - Amended

Unique Reference Number 124246
Local Authority Staffordshire
Inspection number 292931
Inspection date 19 September 2006
Reporting inspector Roger Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First	School address	Main Road
School category	Voluntary controlled		Denstone
Age range of pupils	4-9		Uttoxeter ST14 5HF
Gender of pupils	Mixed	Telephone number	01889 590418
Number on roll (school)	83	Fax number	01889 591432
Appropriate authority	The governing body	Chair	Kate Rowbotham
		Headteacher	Simon Webster
Date of previous school inspection	5 June 2001		

Age group 4-9	Inspection date 19 September 2006	Inspection number 292931
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this school from the village of Denstone and the surrounding areas and are taught in three mixed-age classes. Almost all pupils are from White British backgrounds and none speaks English as an additional language. The majority of pupils come from advantaged economic backgrounds. The proportion of pupils with learning difficulties and disabilities is below average.

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 C of E First is a good school that has continued to build on its many strengths identified at the last inspection and has good capacity to continue to improve. Parents who responded through the questionnaire were unanimous in their support of the school. One parent wrote 'The school provides a positive and friendly atmosphere in which the children can learn and grow'. This comment reflects the inspection findings and the positive picture of a school that has continued to build on its many strengths identified at the last inspection. The pupils' personal development is good. Their behaviour is consistently good. Pupils' whole-hearted enjoyment of, and pride in, their school is reflected in high levels of attendance. They concentrate well and work hard in lessons and conduct themselves safely and with consideration for others. The school's increasing emphasis on exercise and healthy eating is helping them understand and adopt healthy lifestyles. Social, moral and cultural development is good and pupils show particular strengths in their spiritual awareness and sensitivity to the needs of others.

The school is well led and managed and this is the main reason for the school's continuing development. The headteacher's very effective leadership has ensured staff work closely as a team, so that staff, pupils and parents are all involved in making important decisions. The school deploys its resources skilfully so that the learning needs of all pupils are provided for well. There is a detailed school improvement plan, but it contains too many priorities so that sometimes staff training is not always focused on a manageable number of key priorities. Staff keep a careful check on pupils' progress and use this information well to make sure that work is matched accurately to pupils' needs and abilities. Because teachers also have confident subject knowledge, these factors ensure that pupils achieve well throughout the school. Excellent induction arrangements to the Reception group make sure these children make a confident start and are quickly making good progress. By the end of Reception, standards are above expectations. Thereafter, pupils continue to progress well so that by the time that they reach the end of Year 4, standards are well above national expectations in English, mathematics and science. In addition, the school's provision for gifted and talented pupils is effective and their progress is also good. Pupils with learning difficulties make good progress because they are carefully assessed and well supported. The 2006 test results for 7-year-olds show above average standards in reading, writing and mathematics. The school has acquired new information and communication technology (ICT) equipment and this, along with staff's improving confidence and skills, is helping pupils to make good progress in ICT.

The school has started some useful work to help pupils understand their learning targets. However, chances are missed to use assessment information to provide pupils with a clear understanding of how to improve specific aspects of their work and to remind them of targets. These shortcomings occasionally slow pupils' progress.

What the school should do to improve further

- Ensure that feedback to pupils reminds them of their targets and always includes ways in which specific aspects of their work could be improved.
- Reduce the number of school improvement priorities so that staff receive training in the most important areas identified.

Achievement and standards

Grade: 2

All pupils achieve well. Pupils enter Reception with knowledge and skills above what is nationally expected. They make good progress in their first year and exceed national expectations by the end of the Foundation Stage. Pupils also achieve consistently well in the other two classes. This is because the school places good emphasis on the basic skills of literacy, numeracy and ICT. Good progress is reflected in the quality of the pupils' work and in national and optional test results. For example, national test results at Year 2 have been significantly above average up to 2005 and have improved further in 2006. Standards are well above what is normally expected by the time that pupils leave the school at the end of Year 4. Pupils with learning difficulties make good progress throughout the school. Effective leadership is ensuring that the school sets very challenging targets. These are mostly met and, as a result, standards are gradually improving.

Personal development and well-being

Grade: 2

Pupils spoke with great enthusiasm about their school. They described it as a happy place where they thoroughly enjoy their work. Levels of attendance have been consistently high over the last few years. The school places strong emphasis on developing spirituality and pupils show great sensitivity to the values and feelings of others. Although many pupils have limited experience of different cultures, they are interested in people whose customs and beliefs are different from their own. For example, they follow with interest photographs taken by staff of the journeys round the world of the two school mascots. Links with the community are strong and pupils are enthusiastically and frequently involved in local initiatives, such as church festivals and the annual fair. Pupils' good progress in literacy, numeracy and ICT prepares them well for future economic well-being, as does their involvement in making decisions about school life through the work of the school council. Pupils show a very clear understanding of the importance of acting and playing safely. For example, they display this excellent awareness in the great care Years 3 and 4 pupils take to ensure that the younger ones are safe and secure. Older pupils also develop a sense of responsibility by helping younger pupils with their reading. Nevertheless, pupils in general sometimes lack initiative in moving on to the next task when they finish their work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have secure subject knowledge and this is put to good use to plan interesting and challenging activities that meet the needs of all. Thorough assessment arrangements and careful tracking of pupils' progress as they move through the school aids teachers in making sure that lessons are pitched at the right level. Pupils receive good support from teaching assistants working with groups or with individuals. Teachers and teaching assistants are very skilful at ensuring pupils behave and relate to each other well and these attributes aid pupils' enjoyment of lessons and motivate them very well. In some classes, however, there are too few chances for pupils to work independently and use their own ideas. Pupils enjoy the impact that the new data projectors and interactive whiteboards give to lessons and enjoy seeing them used and using them themselves. The frequent use of such equipment helps pupils attain good standards in ICT and understand how to use ICT equipment in other subjects.

Curriculum and other activities

Grade: 2

The school's curriculum is of good quality. It is well organised and thoughtfully planned so that pupils successfully learn key skills and have access to a very broad range of interests that deepen and enrich pupils' experience. Teachers make very good use of visitors, specialists and 'themed' sessions such as 'Caribbean Week' to enhance learning, as well as taking pupils on visits to a wide range of places. The school has recently improved its emphasis on music and pupils are benefiting from the recently introduced specialist teaching. The school provides an excellent means of developing spiritual awareness by encouraging consideration of the value of others, as well making every use of its close links with local churches. The school works in extremely close partnership with other schools in the area. It plans collaboratively with the middle school so that pupils' transfer at the age of 9 causes the minimum disruption to their learning. The curriculum for Reception children is effective and includes a good balance between activities that are led by the staff and those initiated by children.

Care, guidance and support

Grade: 2

Good care, guidance and support are evident in the school's daily life. The school has thorough and effective ways of ascertaining the academic and personal needs of each pupil. These assessment findings are used well to treat pupils as individuals and provide good support for pupils' progress, enjoyment and well-being. For example, pupils with behavioural problems make good progress as a result of the sensitive approach used by teachers and learning assistants. The school has developed excellent links with other agencies, such as early years providers and neighbouring schools. Arrangements

for ensuring the pupils' welfare and health and safety are effective and meet requirements. Pupils say that the staff look after them well and they are made to feel safe and secure. The school has started some useful work to improve pupils' involvement in their own learning and now sets clear targets for learning. Nevertheless, pupils are not always reminded often enough what these targets are or shown, especially at the end of lessons, how they could improve particular aspects of their work.

Leadership and management

Grade: 2

Good leadership and management are exemplified in how well staff work together to form an effective team, with a shared commitment to continually improving the school and their own work. This is resulting in steadily improving standards and the school is well placed to continue to build on its many strengths. The school has well developed and effective strategies for judging its success and checking that all pupils are successful. The school analyses pupils' performance in tests and assessments very thoroughly and continually seeks ways to help pupils learn faster. Staff and governors make a strong contribution to the monitoring of pupils' progress by looking closely at whether pupils' targets are being met. The school improvement plan is thorough, but contains too many priorities; hence professional support for staff in order to bring about improvement is not always sufficiently focused.

The school takes care to find out what parents and pupils think about the school and their views are often acted on. Governance is good. Governors are knowledgeable about the school and have effective ways of challenging and supporting the school to ensure its continuing improvement.

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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to inspect your school. We can understand why you like school so much and why you are proud of your school and of what you achieve. We thoroughly enjoyed talking with you and your teachers and watching you learn. We checked out many things about your school and this is what we found:

- Yours is a good school.
- Your attendance levels are extremely good.
- All the adults work really well together and make sure that you learn well and everyone is safe.
- You make good progress in all three classes and the school prepares you well for your next school.
- Those of you that find learning hard make good progress.
- Your behaviour is good and you work together very well.
- There are two things that we have asked your school to work on in particular, and these are:
 - that staff share your targets with you and help you to understand how to improve your work
 - that the school concentrates on improving fewer things at a time.

Very best wishes for the future.