

All Saints CofE (VC) Primary School

Inspection report

Unique Reference Number	124280
Local Authority	Staffordshire
Inspection number	328096
Inspection date	14 May 2009
Reporting inspector	Graeme Bassett

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	98
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Stephen Trice
Headteacher	Pam Abel
Date of previous school inspection	10 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Trysull Wolverhampton WV5 7HR

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- current achievement and standards, specifically in mathematics
- the quality of teaching and the curriculum
- the effectiveness of leadership and management
- the provision made for Early Years Foundation Stage.

Evidence was gathered from lessons, pupils' books and discussions with the headteacher, staff, children, governors and some parents. In addition, a group of children discussed their views of the school and all parent questionnaires returned were examined. Other aspects of the school's work were not investigated in detail but the inspectors 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

The school is smaller than most primary schools. It draws most of its pupils from the immediate villages and has a growing number of pupils from Wolverhampton. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above average. The number in all year groups is very small. The Early Years Foundation Stage consists mainly of Reception children but includes a small number of Nursery-aged children who attend mornings only and they join the children in Reception. The other three classes in the school each have a two-year mixed age range.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

- This is an outstanding school. The headteacher sustains extremely high expectations, and under her excellent guidance, leadership and management at all levels are outstanding. Senior members of staff, especially the assistant headteacher, have established a depth of exceptional management skills. This enables them to take an active role in ensuring actions are well targeted and bringing about sustained improvement. The whole-school tracking records are accurate and are used exceptionally well to identify what teachers need to teach each pupil next so that standards continue to rise. Governors are fully involved in the management of the school and they carry out their statutory requirements exceptionally well. Together with the full support of parents and the strength of commitment of staff and governors, this demonstrates that the school has an excellent capacity to improve further. Significant efforts by the leadership and management team since the last inspection has improved teaching, which is now excellent. The pupils experience the joy of learning in their lessons because the curriculum is stimulating and motivates pupils' interest. Tasks are matched exceptionally well to meet the needs of the full range of ages and abilities in each of the mixed-age classes. Teachers' written comments praise the endeavours of each pupil and also highlight areas in which a pupil should improve. However, some of the teachers' comments are not always sufficiently well followed up by pupils which results in errors being repeated. This small area for development is recognised by the school.

The exceptional level of care and guidance ensures that not only are pupils kept particularly safe and well cared for, they all are helped to do as well as they can. Every pupil is included in all that the school does and equal opportunities are exceptional. The support given to the pupils with learning difficulties and/or disabilities is excellent. For example, in many instances, pupils who started school with skills well below those expected for their age are seen to reach, and often exceed, the national average by the time they leave in Year 6.

As a result of exemplary teaching, achievement is outstanding and standards are above average overall. Provision for children in the Early Years Foundation Stage is also excellent. As a result, Nursery- and Reception-aged children make outstanding progress so that by the time they enter Year 1, nearly all reach the expected levels for their age, and many exceed these expectations. With excellent teaching and rigorous efforts to improve pupils' literacy skills, pupils continue to make excellent progress as they proceed through the school. As a result, standards reached by pupils in Year 2 in 2008 were well above average in writing and above average in reading and mathematics. Currently, the pupils' work and the assessment records for Year 2 confirm that these standards are being maintained.

Similarly, pupils' progress from the end of Year 2 to Year 6 is excellent. Mathematics and English are now taught in specific year groups for Years 5 and 6. This is having a good impact on raising standards and currently, pupils' attainment at the end of Year 6 is above average overall and the result of excellent progress. Standards in English have improved markedly and are high, with the proportion of pupils reaching the higher Level 5 in English well above the national average. This reflects the strong initiative to improve pupils' writing skills and the integration of literacy skills into other subjects. The oldest pupils write exceptionally well. Their stories are exciting and their factual accounts extremely well structured. They are very articulate, can put forward differing arguments and appreciate the views of others. Standards are above average in mathematics but the trend in science shows that standards, which are currently broadly average, have fluctuated over the past few years. However, the school has been focusing on

improvement in mathematics and science, and standards in these subjects are now beginning to rise to match results in English. Pupils' skills in the use of information and communication technology, including photography and the ability to research data and information, are exceptional, while in the arts, particularly in dance, their skills are well above the expected levels for their ages.

The outstanding quality of pupils' personal development and well-being observed at the last inspection has been successfully maintained. Pupils have an exceptional understanding of the need to adopt a healthy lifestyle and how to stay safe. Many additional activities enhance the pupils' development. Clubs are well supported and residential visits enable pupils to gain a thorough insight to the world around them. Through the endeavours of all staff, governors and pupils, community cohesion is outstanding and helps pupils to foster exceptional development of their spiritual, moral, social and cultural awareness. The links made with the church, local schools, and with the local and wider community, as well as with other schools abroad, especially in Kenya, are excellent. Their multicultural awareness is enhanced extremely well and pupils show sensitivity towards each other and to people with different customs, traditions and faiths. Behaviour is exemplary. Given their standards and interpersonal skills, pupils are prepared exceedingly well for the next stage in their learning.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children start school in the Early Years Foundation Stage with skills that vary across the full ability range, but overall they are below those expected for their age, particularly in their communication, literacy and language skills. With excellent care, especially for the children with learning difficulties and/or disabilities, children settle very quickly to the routines of school. Their personal development and well-being are outstanding.

The Early Years Foundation Stage is exceptionally well led and managed. All staff work well as an enthusiastic team. Excellent provision and good teaching have a strong impact upon the way all children learn. As a result, the outdoor provision and classroom environment are stimulating and provide very effectively for children to learn new things. Children were observed caring for the plants they were growing, learning independently about wheels rolling and enjoying role-play adventures on the train. Staff changes have recently been undertaken but nevertheless teaching is good and, because of the excellent provision, children achieve very well and make excellent progress in all areas of learning. As a result, their skills are broadly as expected for their age by the time they enter Year 1.

What the school should do to improve further

- Encourage pupils to respond to the comments teachers make in their marking so that pupils understand how they can improve.

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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?	1
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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
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	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

15 May 2009

Dear Children

Inspection of All Saints CofE Primary School, Trysull, WV5 7HR

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your school. We found that your school provides you with an excellent education. You do some very exciting things and we were extremely impressed by your photography and the stories you write. There is an outstanding team spirit in your school and it is a happy place. Well done!

These are the things that are exceptional in your school:

- The leadership and management of the school are excellent. The teachers and other staff in your school work extremely well as a team and support your headteacher well.
- The teaching is outstanding and teachers plan an excellent curriculum with meaningful links between different subjects to make your work interesting.
- Staff look after and care for you extremely well and give you good encouragement to answer questions and, because of this, your work is steadily improving.
- Your standards are above average overall and particularly high in English. You make excellent progress.
- The Nursery and Reception class is exceptionally well managed.
- You are all developing excellent attitudes towards your work and towards each other.
- You have an exceptionally good understanding about how to remain healthy and how to keep safe.
- You are very polite and your behaviour is exceptional.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- encourage you to respond to the comments your teachers make in their marking so that you understand how you can improve.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Yours faithfully

Graeme Bassett

Lead inspector