

All Saints Church of England Primary School Stockport

Inspection report

Unique Reference Number	106103
Local authority	Stockport
Inspection number	377351
Inspection dates	22–23 February 2012
Lead inspector	Andrée Keddle

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	219
Appropriate authority	The governing body
Chair	Linda Huddart
Headteacher	Jon Roper
Date of previous school inspection	27 April 2009
School address	Churchill Street Heaton Norris Stockport SK4 1ND
Telephone number	0161 285 7373
Fax number	0161 218 1185
Email address	headteacher@allsaints.stockport.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

Inspection team

Andree Keddle
Terry Bond

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers in 17 lessons of which two were joint observations with the headteacher and one was a joint observation with the deputy headteacher. Meetings were held with two groups of pupils, members of the governing body and school staff including senior leaders. The inspectors observed the school's work and looked at a number of documents including safeguarding records, minutes of governing body meetings, the school development plan, policies, teachers' planning and assessment data. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and analysed 64 questionnaires returned by parents and carers, and others completed by pupils and staff.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Almost a quarter of pupils are from minority ethnic groups and just under a fifth of pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs supported by the school is above average. The proportion supported by additional help from outside the school or with a statement of special educational needs is average. The school does not meet the government floor standard for pupils' attainment and progress at the end of Year 6.

There is a separately managed children's centre on site and this was inspected at the same time as the school. The outcome of that inspection is in a separate report available on the Ofsted website.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Following the last inspection, standards in the school declined as shown by the 2011 Key Stage 2 statutory tests in English and mathematics and the Key Stage 1 assessments. The school is not judged as good because pupils’ attainment and progress vary between classes and are satisfactory overall. There is some inconsistency in the quality of teaching.
- Due to effective strategies by school leaders, the school is improving and standards are rising, particularly in reading and writing. Pupils are making satisfactory progress overall with some pupils making good progress as the result of good teaching. The progress of different groups of pupils, such as those who speak English as an additional language, disabled pupils and those who have special educational needs is satisfactory overall.
- Inconsistencies in the quality of teaching mean that pupils’ rates of progress vary in lessons and over time. These inconsistencies mean that the quality of teaching overall is satisfactory rather than good, even though in just over half of the lessons observed during the inspection, the quality of teaching was good.
- The behaviour and safety of pupils are satisfactory. Pupils feel safe in school and are courteous and polite to adults and to each other. In the best lessons pupils are attentive and behave very well. However, in lessons where the teaching is satisfactory and the pace of learning is moderate rather than brisk, pupils do not pay attention quite as well and occasionally there are instances of low-level disruption.
- The school’s leadership is taking appropriate action to improve the school and standards are rising. Training and professional development for teachers have improved the quality of teaching. Monitoring activities are undertaken but these are not always rigorous or regular enough and, as a result, there are inconsistencies in the quality of teaching and the progress pupils make.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards in reading, writing and mathematics, particularly at Key Stage 1 by:
 - sharing and building upon the good teaching within the school to ensure a greater amount and consistency of good teaching
 - ensuring that all lessons move at a brisk pace and that pupils are given opportunities to apply their skills and knowledge
 - using assessment information more effectively to plan lessons which build on pupils' prior knowledge and skills through challenging activities
 - creating more opportunities for pupils to engage in writing activities in a variety of subjects
 - deploying teaching assistants more effectively so that pupils' learning is supported well in all parts of lessons, not just in group work
 - ensuring clear criteria are identified and made explicit by teachers which enable them and the pupils to assess how well work has been completed
 - giving pupils opportunities to respond to teachers' marking.

- Improve the rigour of monitoring by:
 - embedding the recently introduced tracking system and ensuring that teachers are held to account more closely for the progress that pupils make
 - sharing data more regularly and effectively with the governing body so that members are aware of how much progress groups of pupils are making during each academic year and can use this information to hold the school to account more effectively
 - checking regularly that all teachers are meeting the school's expectations for the quality of marking and of lesson planning and assessment records, especially in reading.

Main Report

Achievement of pupils

From starting points that are well below average, pupils make mostly satisfactory, and sometimes good, progress in reading, writing and mathematics. Standards of attainment at the end of Key Stage 1 and Key Stage 2 have declined since the last inspection and in 2011 they dipped below the government floor standard. However, as a result of improvements to the quality of teaching and a recently introduced system to measure and track more rigorously the progress that pupils make, pupils' progress is increasing and standards are rising. Current attainment of pupils in Year 6 is broadly average. Their attainment in reading is above average. At Key Stage 1 standards are rising, although pupils' attainment remains below national expectations in reading, writing and mathematics.

Pupils show positive attitudes to reading and, in Key Stage 1, daily sessions are in place to support pupils' learning of sounds and letters to help them read and write. Although these sessions are effective, the pace of learning varies from group to group so some pupils do not learn as well as others. In the Nursery, the teacher's high expectations and good work to develop children's speaking and listening skills ensure that they make a good start in their learning.

Pupils who speak English as an additional language, disabled pupils and those who have special educational needs are well supported in their group activities and make mainly satisfactory and sometimes good progress as a result. However, the level of support from teaching assistants in all parts of a lesson varies and so, at times, progress for these pupils is not as good. Small groups of pupils make good progress as the result of very effective support in a mathematics intervention programme. Inspectors observed two pupils in Key Stage 1 fully engaged in a practical counting game counting on in twos. The teacher used good questioning techniques to help the pupils develop and apply their skills. However, not all lessons allow pupils to apply their skills and knowledge in challenging activities. Parent and carers' questionnaires show that they are happy with their children's achievement. Inspection evidence judges that pupils' achievement is satisfactory, rather than good.

Quality of teaching

In the best lessons, the pace of learning is brisk and pupils understand the teachers' high expectations clearly. For example, in a mathematics lesson in Key Stage 2, the teacher made explicit the steps that pupils were expected to take in learning about multiplying by 10 and 100. Furthermore, these steps were presented in the form of a simple checklist for pupils to follow, to ensure they completed the task correctly. However, lessons do not always have sufficient pace. Simple criteria for successful learning are not made clear to pupils in every lesson, and are not always used well to enable teachers and pupils to assess how well tasks have been completed.

Feedback to pupils through teachers' marking varies and work is not always marked regularly enough. Where feedback is most effective, teachers make clear what pupils have done well and give them specific guidance as to how to improve through an 'even better if' (EBI) comment. However, following the EBI comment, pupils are not always given the opportunity to respond and make amendments to their work. In the best lessons, assessment information is used well to plan pupils' next steps in learning. Teachers' notes on pupils' strengths and weaknesses are detailed and kept as evidence of their progress in activities, such as guided reading. A good example of this was seen in Key Stage 1 where notes are written about the skills of individual pupils while the teacher hears them read in a group. This type of detailed, dated and ongoing reading record is not embedded in every class and is not always used to create clear plans to support pupils' reading skills. In the Early Years Foundation Stage, some teachers and teaching assistants make notes about children's achievements that are dated and cross referenced against the 13 areas of learning in the Early Years Foundation Stage curriculum. However, this good practice is not consistent across the key stage and some assessments lack rigour and detail.

Pupils speak highly of the extra-curricular activities which they enjoy along with a range of educational visits which contribute well to their spiritual, moral, social and cultural development. These include residential visits to York, Whitby and to an outdoor centre in Wales for team-building activities.

In Key Stage 1, although standards are rising, particularly in reading, attainment is not as strong in writing and no pupils are working at the higher Level 3. Pupils' topic books show an over-reliance by teachers on worksheets and too few opportunities for pupils to write in different subjects, such as history and geography. In the questionnaires completed by parents and carers, they express overwhelmingly positive views about the way their children are taught. Inspectors judge that the quality of teaching is satisfactory.

Behaviour and safety of pupils

In the best lessons pupils behave well and show good levels of motivation and concentration. Pupils have opportunities to develop and extend their skills of working together cooperatively. For example, this was seen in a lesson in upper Key Stage 2 when pupils wrote instructions for other pupils to follow in order to complete a short obstacle course blindfolded. However, in lessons where the teaching is satisfactory, rather than good, there is occasional low-level disruption as pupils lose interest. Serious incidents of misbehaviour are very rare and there have been no exclusions.

Pupils understand the behaviour policy and are keen to earn rewards. They are polite to each other and to adults and they say that pupils and adults in this school treat each other with respect. They say that bullying of any kind is rare and show confidence that adults will resolve any issues that may occur. The school gives effective support to pupils whose circumstances may make them vulnerable.

Pupils have a satisfactory understanding of how to keep themselves safe in various situations, including when using the internet. They understand what 'cyber-bullying' is and would feel able to talk to adults and get help if they encountered it. Pupils say that they have learnt about fire safety and road safety and have had talks on 'stranger danger'.

The school has a range of rewards in place which encourages pupils' good attendance. These are effective and attendance rates are above average. Through the questionnaires, pupils, parents and carers show they have mostly positive views about behaviour in school and in particular, the effective way in which all types of bullying are dealt with.

Leadership and management

Effective steps have been taken to improve the quality of teaching and standards are rising in reading, writing and mathematics. This demonstrates the school's satisfactory capacity to improve further. Continuing professional development and training have helped teachers to use success criteria in planning lessons to ensure that pupils understand what they have to do to be successful. Work on improving teachers' use of key vocabulary and ensuring that pupils use correct terminology has been successful, as demonstrated in a lesson in upper Key Stage 2 when pupils

correctly used language associated with probability to complete a mathematics activity. The marking policy has been revised so that information for pupils to help them improve their work is specific and more effective. However, there is some inconsistency in the implementation of leaders' improvement strategies. This is because monitoring by senior leaders has not been rigorous or regular enough to ensure that all teachers are meeting these higher expectations. The curriculum is satisfactory because, although it is broad and balanced, there are not enough opportunities for pupils to develop their writing skills within a range of subjects. Opportunities are provided which enhance pupils' spiritual, moral, social and cultural development satisfactorily. These include the well-established partnership with another school and the joint activities undertaken by the pupils from each school, such as the visit to a local art gallery.

The recently introduced system for tracking and measuring pupils' progress is becoming embedded and leaders are checking on the progress that pupils make. Although meetings are held with teachers to discuss individual pupils' progress, assessment information is not summarised well enough to make explicit comparisons between different groups within classes to hold teachers to account more closely. The school works effectively to tackle discrimination and to ensure that pupils of all abilities and backgrounds have equal opportunities for development. Consequently, all groups generally perform at a satisfactory level. However, detailed data and information are not yet shared with the governing body on a regular basis to enable it to check closely on the impact of leaders' strategies to raise attainment and increase pupils' progress during the year. This limits the effectiveness of the governing body in holding the school to account. The governing body fulfils statutory duties, ensures policies are in place and that procedures to safeguard children meet government requirements.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 February 2012

Dear Pupils

Inspection of All Saints Church of England Primary School Stockport, Stockport SK4 1ND

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. We were impressed with your friendliness and the way you talked to us freely. Thank you for giving your opinions in the questionnaires; you are clearly very proud of your school and feel safe and happy.

The teaching in your school is satisfactory and some of it is good. As a result, you make satisfactory progress and some of you make good progress. Those of you in Year 6 are working at about average standards in English and mathematics. You enjoy learning sounds and letters to help you to read and more of you are reaching higher levels in your reading. You enjoy learning about other cultures and religions and this helps you to understand each other well. You say that adults and pupils in this school treat each other with respect. Most of you behave well in lessons, but occasionally a small number of you do not pay attention quite as carefully as you should. You enjoy school and you show this by your above average attendance rates.

Your headteacher and senior teachers ensure that All Saints Primary is a satisfactory school. We have asked that senior leaders help your school become even better by making sure that there is more consistently good teaching to help you to make even more progress. We have asked that they check more closely that new plans to help you learn are working well in every class and to share information about your progress with the governing body.

You can help by continuing to work hard and by paying close attention to teachers in your lessons.

Yours sincerely

Andrée Keddle
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.