

All Saints Church of England Primary School, Stand

Inspection report

Unique Reference Number	105325
Local Authority	Bury
Inspection number	360989
Inspection dates	9–10 November 2010
Reporting inspector	Stephen Isherwood HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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	224
Appropriate authority	The governing body
Chair	Mr B Berry
Headteacher	Mrs G Branch
Date of previous school inspection	2 May 2007
School address	Rufford Drive Whitefield, Manchester Lancashire M45 8PL
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Introduction

When All Saints was last inspected in September 2009, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently visited the school on two occasions to monitor its progress. This inspection was carried out by this inspector and one other of Her Majesty's Inspectors. The inspectors visited 12 lessons and observed eight teachers. The inspectors held meetings with a member of the governing body, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at a range of evidence including: the school improvement plan, the tracking of pupils' progress, monitoring reports and the work pupils were doing in their books.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The current progress of pupils from their starting points.
- The quality of pupils' learning and engagement in lessons.
- The effectiveness of leaders and managers in improving the school.
- The capacity of the school to sustain improvement.

Information about the school

This is an averaged-sized primary school. The proportion of pupils known to be eligible for free school meals is below average as is the percentage of pupils identified as having special educational needs and/or disabilities. Most pupils are of White British heritage with a small number from minority ethnic groups. The school has achieved Healthy School status.

A before and after school club operates from the school premises. It is not managed by the governing body and did not form part of this inspection. A separate inspection report for this provision is 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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Since the previous inspection, when its effectiveness was judged to be inadequate, the school had made rapid and sustained progress. It now provides its pupils with a good standard of education. This is because of the drive and determination of senior leaders to improve the school and significant improvements to the quality of pupils' learning.

Improvement is also evident in the quality of teaching, although senior leaders are well aware that this needs to be sustained. Teaching is now good with some outstanding features in pupils' engagement and independent learning. The best practice is being dispersed within the school but needs to go further so that all teaching is on a par with the best.

Much has been accomplished over the last year by strong teamwork and close cooperation between the school, the governing body and the local authority. As a group they have provided a clear direction for teachers and have empowered them to act more decisively in all aspects of their work. In doing so, they have generated a strong momentum for improving the school and have maximised the potential of staff by coaching and encouraging them to improve. As a consequence, expectations have been raised, morale is good and staff have grown in confidence and self-esteem to provide more interesting and challenging work for pupils in lessons. 'We have had to prove ourselves', 'We believe we can sustain what we are doing', 'We are much stronger now and more on the ball than we have ever been', were typical comments from staff.

Pupils are proud of the school, behave extremely well and can see the impact of recent changes. They strongly agree that teaching is much better with increased opportunities for them to be involved in their learning by investigating, using their thinking skills and by finding things out for themselves.

Parents and carers too, have recognised that the school is improving. One parent's view was typical of many: 'Homework is now much more than just worksheets, there is more for the children to think about. It's more challenging'. Another commented that the 'teaching has raised its game'.

Children get off to an excellent start in the Early Years Foundation Stage where provision is outstanding. Pupils, including those with special educational needs and/or disabilities are now making good progress from Year 1 to Year 6. There is an upward trend in performance, although senior leaders are well aware that further work is still required in order to raise attainment further by increasing the numbers of pupils achieving the higher levels in reading and writing. They are also aware that strategies to improve writing through pupils talking about their experiences need to go further.

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The school has made good progress since its last inspection. As a result, and along with its other strengths including the excellent work of the governing body and accurate self-evaluation, its capacity to improve further is good.

What does the school need to do to improve further?

- Raise attainment further by:
 - increasing the numbers of pupils reaching the higher levels in reading and writing
 - making sure that pupils continue to improve their writing skills by talking about their experiences
 - sustaining the focus on improving the quality of teaching
 - making teaching more effective by sharing the school's outstanding practice more widely.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills and abilities below those typical for their age. As they move through the school they are eager to learn and apply themselves well. Their enjoyment of learning has picked up as the school has improved and can be seen in their positive attitudes and excellent behaviour. They feel very positive that the school is making changes for the better and can sense that their work is more interesting and challenging. Typically, lessons now see busy pupils responding with gusto to a range of practical and stimulating activities. They particularly enjoy activities which fire their enthusiasm for learning, such as making their own decisions, directing their own activities and discussing and sharing their ideas with others. For example, pupils in Year 6 showed high levels of independence and initiative in making their own films by learning how to combine action, description and dialogue into their own creations. Elsewhere, in Year 2, pupils made excellent progress in solving mathematical problems when faced with a range of practical and stimulating activities.

Pupils' current work, as well as the test results for 2010, shows that while their attainment is broadly average, pupils including those with special educational needs and/or disabilities make good progress as they move through the school to Year 6. Increasing numbers of pupils are working at the levels expected of them and attainment is beginning to rise. A notable success is that in writing and mathematics, pupils in Year 6 last year made better than expected levels of progress in Key Stage 2. This reflects the improving impact of the school's work at intervention and significant improvements to the way pupils are taught. However, senior leaders are well aware that the next challenge is to ensure that greater numbers of pupils reach the higher levels in reading and writing.

Pupils speak highly of staff and say they feel safe in school. They are confident their voice will be heard and that any problems will be swiftly resolved. As one child commented, 'Teachers listen when we've got problems and help us to go through what we're going through'.

Pupils play an active role in decision making through the school council and feel that their views are taken into account. For example, pupils have been consulted on their vision for effective learning and in making the school a safe environment.

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Pupils' readiness to wash their hands, eat fruit at playtime and take part in physical activities shows a good understanding of the importance of leading a healthy lifestyle. Pupils in Year 6, for example, are heavily involved in ensuring that the school tuck shop sells a variety of healthy foods. Gaining Healthy School status confirms the school's strong commitment to pupils' health and well-being.

Good spiritual, moral, social and cultural understanding is evident in the respect that pupils show to each other and to people from different backgrounds.

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	3
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

A sustained and concerted whole-school focus has led to improved teaching. As a result, pupils in all year groups are making better progress than previously and are more engaged in their learning. Teachers are now more confident to plan imaginative classroom activities that excite and motivate pupils. They have increased their understanding of what constitutes effective practice through training and support and as a group have established their own vision for learning.

A number of common strengths were seen. Teachers are enthusiastic, well organised and have good subject knowledge. Very good relationships exist between adults and pupils which provides a sound basis for learning. Teaching assistants provide an effective layer of extra support, particularly for those that find learning difficult. All staff use praise well to

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celebrate pupils' achievement. Teachers are skilled in developing pupils' thinking through effective questioning, which keeps pupils on their toes. When the planning and teaching are at their very best, the impact on the pupils' work is outstanding, as when Year 4 pupils were persuading each other to dine at the 'Spooky Gourmet Restaurant'. The atmosphere buzzed with excitement as pupils dressed up and acted out scenes in small groups. This lesson confirmed how well the pupils can achieve when expectations are high, where the teaching is imaginative and where learning is fun.

Teachers have a much improved understanding of what each child can do and what they need to learn next. Their planning is achieving a better match between the abilities of the pupils and the work they do. As a consequence, pupils' work in books has improved and teachers' guidance to pupils through marking in English and mathematics is consistently helpful.

The curriculum has improved and meets the needs of learners well. Careful attention is given to the development of key skills in literacy, numeracy and information and communication technology (ICT). Increasingly, the links between subjects are identified and carefully planned to add relevance and interest to pupils' learning. For example, pupils in Year 5 were encouraged to improve their writing skills while finding out about life for people in Victorian workhouses. Good enrichment and extra-curricular opportunities are provided through themed weeks, a range of visits and visitors to school and a wide variety of sport and musical opportunities.

No stone is left unturned to ensure that all pupils, including the most vulnerable, are well cared for and supported. There are effective procedures for introducing children to school and for ensuring pupils' smooth transfer to secondary school.

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	2

How effective are leadership and management?

Good leadership and management at all levels along with the outstanding work of the governing body lie at the heart of the school's impressive recovery and improved effectiveness. The drive, determination and ambition of senior leaders to get the school back on track have been central to the school's improvement. Over the year, the pace of change has accelerated, teachers are far more accountable for their work and efforts have been clearly focused on raising achievement and in improving the quality of teaching and learning. Effective action has been taken to increase the progress of all pupils, whatever their circumstances. This means that the school's commitment to equality of opportunity is strong and the school is effective in improving pupils' life chances and in tackling discrimination.

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Expectations have been raised, teamwork is strong and there is clear agreement about where further work needs to be done. For example, staff are well aware of the need to raise attainment further by sustaining the focus on improving teaching, increasing the numbers of pupils reaching the higher levels in reading and writing and by sharing the best practice that exists within the school.

The school's work on promoting pupils' understanding of diversity demonstrates its good contribution to community cohesion. Opportunities that develop pupils' awareness of other faiths and cultures in their own community are carefully planned and sensitively taught across the curriculum through assemblies and special themes and projects.

The school meets all statutory requirements to ensure pupils are safe and free from harm. Safeguarding is a high priority and procedures are good. Appropriate systems are in place to check on the suitability of employees to work with children and staff are vigilant in identifying and responding to any potential dangers that pupils may encounter.

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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Children's skills on entry to the Early Years Foundation Stage are below those typical for their age. They settle quickly into routines and make great strides in their learning. This is because of exceptionally strong relationships, high levels of care and excellent teaching. Staff are skilled in providing an impressive range of activities both indoors and outside that are practical and interesting and are matched extremely well to children's stages of development. As a result, there is a purposeful buzz to learning across all activities and children are keen to take an active role and show independence. They are encouraged to be inquisitive and ask questions. All staff are skilled in knowing when to intervene and how to interact with children to enhance their learning. For example, in one activity a child asked, 'Why do animals hibernate?' Elsewhere, children chose to use cameras to take their

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own pictures while others were involved in role play, playing board games and mixing their own paint. In another session, children were skilfully drawn into discussing a story about pirates with effective use of open-ended questions by the teacher. Excellent use is made of the outdoor learning environment which mirrors the learning inside.

Staff continually assess how well children are achieving and use this information to plan further challenges. This means that by the start of Year 1 children are currently working beyond the levels expected for their age and have made excellent progress from their starting points. Parents and carers are heavily involved in their children's learning and feel welcome to pop in at any time. Leadership of the Early Years is outstanding. Staff are forward thinking and reflective. There is clear agreement on the strengths in provision and where further improvements can be made.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents' and carers' questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. Nevertheless, the school's most recent evaluations show that parents and carers are overwhelmingly supportive of the school and have recognised that the school is rapidly improving. Inspectors endorse this view.

'The school has done lots of work since the poor outcome at the last inspection, things are much better now.' 'My daughter is very happy at the school. She has a wide group of friends, she loves her lessons and I feel that her teacher has really helped her to make the most of her abilities', were typical comments from parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



11 November 2010

Dear Pupils

Inspection of All Saints CE School, Whitefield, M45 8PL

Thank you for the kind welcome you gave the inspectors when we visited your school recently. We really enjoyed chatting to you in the playground, in your classrooms and in the interviews with you. We learnt a great deal about your school. You expressed your views very clearly and they were very helpful to us. I am writing to say what we found out. Firstly and most importantly we have decided that your school no longer requires special measures. Your school has improved and is now giving you a good education. This is because your teachers have worked very successfully to make sure that you make better progress than before.

We were very pleased to see how well you behave and how you help one another in class and around the school. We are delighted to tell you that the youngest children in the school get off to an excellent start in the Nursery and Reception classes.

You told us that your lessons are much better and more interesting now and are often fun. We could see this with our own eyes when those of you in Year 1 were discussing what it would be like to be an alien landing on earth, when those of you in Year 3 were finding fractions of measures in lengths of string and straw, when pupils in Year 6 were working together on their 'Maths in Motion' project and when those of you in Year 2 were reading 'Dogger' by Shirley Hughes. I remember reading that story to my children many years ago.

Your teachers work very hard to make the school as good as it can be. To help them we have asked if you can continue to make good progress in your lessons and that more of you are given harder work in your reading and writing. We have also asked whether you can have more opportunities to talk about your experiences and then write about them. This will help you to reach the higher levels in your work. Finally, we have asked your teachers to share the good things they do in lessons to learn from one another.

You can help by continuing to work hard and by telling your teachers what makes your lessons interesting and what helps you to learn. Thank you once again for helping. We can see why your teachers love working with you every day.

Yours sincerely

Steve Isherwood

Her Majesty's Inspector

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