

# All Saints CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105505
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	355788
<b>Inspection dates</b>	11–12 April 2011
<b>Reporting inspector</b>	Lynne Read

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Olive Wadsworth
<b>Headteacher</b>	Mrs Lorraine Tennant
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Culcheth Lane Newton Heath Manchester M40 1LS
<b>Telephone number</b>	0161 681 3455
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<b>Email address</b>	head@allsaintsnh-pri.manchester.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed 10 teachers. They held meetings with members of the governing body, managers, staff, the School Improvement Partner and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total 77 parental questionnaires were received, analysed and considered, alongside 109 questionnaires completed by the pupils and 26 by school staff.

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

- Whether leaders and school developments are effective in sustaining the recent improvements in progress and attainment.
- Whether lessons in writing are promoting the best possible progress for all groups of pupils, especially for boys.
- How well children in the Early Years Foundation Stage are learning and if they are effectively prepared for their work in Key Stage 1.

## Information about the school

This school is of average size for a primary school. The proportion of pupils known to be eligible for free school meals is more than twice the national average. Most pupils are of White British heritage with around 20% having African, Caribbean or mixed heritage backgrounds. The proportion of pupils with special educational needs and/or disabilities is higher than that seen nationally.

The school is accredited for its work through the Healthy School status and the Activemark Award. The governing body offer a breakfast club on the premises.

**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. Pupils' behaviour and the care, guidance and support provided for them are outstanding. The headteacher, ably assisted by the senior management team, leads the successful drive for improvement and generates strong ambition. Pupils' progress is tracked with meticulous care, and managers conduct regular observations of teaching and learning in classrooms. This system of self-evaluation provides an accurate view of the school's strengths and weaknesses and has led to many improvements. For example, attainment has risen, progress has improved and attendance is now above average. The capacity for sustained improvement is good.

Attainment is broadly average by the end of Year 6. This represents good progress from pupils' starting points. Children in the Early Years Foundation Stage make a flying start to their education. During Key Stages 1 and 2, pupils make good progress, especially in reading and mathematics, and learning is often rapid in Years 5 and 6. Writing has improved well but a minority of pupils experience difficulties in spelling, largely because of gaps in their understanding of letters and sounds. Teaching is good overall and some is outstanding. Tasks are set at different levels of difficulty and usually include a good amount of practical and collaborative activities. There are a few occasions however, when pupils, especially the more able, do not have enough time for their independent work. Key Stage 1 pupils are sometimes taught in small, focused ability groups for letters and sounds where they make good progress. However, when they are taught in a large, mixed-ability group, learning is slower. There are no clear, progressive expectations set for the standard of handwriting so attainment in this aspect of writing is variable. Some marking and advice given to pupils is extremely useful in helping them to reach their challenging targets, especially in writing and for the older juniors, but this is not consistent practice.

Links with the church support pupils' personal development well. The school is a harmonious community where pupils from different backgrounds get on well together. Their outstanding behaviour ensures that lessons run smoothly and creates a calm, positive atmosphere for learning. The good curriculum includes intervention strategies and personalised teaching that successfully boosts learning and meets individual needs well. This is an important factor underpinning pupils' improved overall progress. This provision is not extended to specifically support letters and sounds work in Key Stage 2. The school provides outstanding care for pupils and staff seek out expert help or resources where needed, especially for those who have special educational needs and/or disabilities or who are deemed to be potentially vulnerable.

## What does the school need to do to improve further?

- Further improve progress in writing by:

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- ensuring that all sessions promoting pupils' knowledge and understanding of letters and sounds are always focused fully on meeting pupils' needs and build carefully on prior learning
- extending the letters and sounds provision into Key Stage 2 for those pupils who need extra help with spelling and writing
- developing clear, progressive expectations for handwriting as pupils move through the school.
- Develop better consistency in teaching by:
  - ensuring that pupils, especially the more able, have sufficient time to work independently in all lessons
  - ensuring that the quality of marking, together with the advice given to help pupils reach their learning targets, is equally helpful in all classes.

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

Pupils rise to the challenges that their teachers set for them and say they enjoy learning. In one Year 6 lesson, pupils worked collaboratively to produce televised news reports, employing their communication, writing and organisational skills to the full, as well as making excellent use of information and communication technology (ICT). In Year 5, pupils used their well-developed computation skills to solve multiplication problems. They worked quickly and accurately, meeting tight deadlines and setting additional challenges for themselves. All age groups have outstandingly positive attitudes to learning, working conscientiously and achieving well.

When they enter the nursery, children's skills are below the expectations for their age and some have difficulties with early language and number. They make good progress in the Early Years Foundation Stage and by the end of the Reception Year, their attainment is average. Historically, attainment on entry to Year 1 has been below average so this marks a good improvement. Progress is good in Key Stages 1 and 2. Reading is a strength and a good number of pupils are now working at the higher level in mathematics. Progress in writing is slower for some pupils in both key stages, largely because they do not have a secure understanding of letters and sounds in order to help them spell words. Teachers are working diligently to improve boys' writing by choosing texts and topics to fire their imagination. As a result, they are catching up with the girls quickly. By the end of Year 6, attainment is average for the majority. Pupils who have special educational needs and/or disabilities are well supported so they make good progress. Pupils from different ethnic groups progress equally well.

Pupils' spiritual, moral and social development is especially good and well supported by links with the church. Pupils are thoughtful and polite. They assert that they feel safe and have no worries about bullying. They have a sound knowledge of, and good respect for, faiths and cultures that are different from their own. Pupils make a good contribution to the school community. For example, school councillors ensure that pupils' views are represented in the decision-making process, and play leaders help to organise games and generate fun during break and lunchtimes. Pupils' contribution to the local community is well regarded, especially through their band and choir performances. Pupils are keen to succeed and are soundly prepared for their future education. Their good understanding of healthy lifestyles is demonstrated through participation in a wide range of sports and

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fitness activities. They especially enjoy their weekly group sessions aimed at promoting mental health and thinking skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Relationships are good and pupils trust their teachers. Lessons have clear objectives and extensive use is made of ICT to support learning. Teachers assess pupils' progress frequently in order to plan tasks that build systematically on prior learning. Teaching assistants provide good, targeted support for groups or individuals who need extra help or challenges, both in class and group sessions. For example, the introductions to lessons often take place in two ability groups so new learning is tailored accurately to needs, enabling pupils to move on swiftly to their independent tasks. However, when the whole class is taught together, some pupils spend too much time listening to the teacher, and have less time to practise and consolidate their learning. Marking is generally good and teachers set helpful targets to indicate the next steps for pupils. However, these practices are not equally effective across all classes.

The curriculum is planned well and successfully extends skills in literacy, numeracy and ICT through other subject studies. A major strength of the curriculum lies in the intervention and individual tuition programmes which provide a boost for learning. The focused group work for letters and sounds is sometimes effective, however, on occasions when pupils of different abilities are taught together, their needs are not fully met. This

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programme is restricted to Key Stage 1, and the school acknowledges that some pupils in Key Stage 2 would benefit from further input. Pupils have very good opportunities for music making and take good advantage of an interesting selection of extra-curricular activities, including the popular homework club.

Pupils' welfare is at the heart of this school's work and pupils feel very secure within the safe, nurturing environment. Staff go to great lengths to ensure that pupils have the resources and expert support to meet their specific needs. As a result, all pupils are well placed to take full advantage of the opportunities provided. An established behaviour policy ensures that pupils know exactly what is expected and, by the time they reach Years 5 and 6, they demonstrate a high level of self-discipline.

Supervision is good and the playground has been imaginatively developed to provide a wide choice of activity during break and lunch times. Habits of good attendance are well promoted through reward incentives, a good home-school partnership and the determined efforts of the managers for inclusion and special educational needs. Effective partnerships are exemplified by the sponsorship by local business of the breakfast club, which is run by willing volunteers, providing a welcoming start to the day and encourages pupils to be punctual.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides good, focused leadership and clear direction. Teamwork is good and staff are focused on providing the best for pupils. The school is well run on a day-to-day basis; procedures and policies are consistently followed and value for money is good. Staff pay good attention to ensuring that no groups of pupils are disadvantaged, so all have an equal opportunity to succeed. For example, an improved system for tracking pupils' progress means that senior managers have an accurate view of the achievements of different groups of pupils. They use the information well to provide for a wide range of needs, to target support and provide a boost to learning, where needed. Managers lead by example, often supporting planning or providing demonstration lessons in classes. This helps to promote continuity of approach in school but a few inconsistencies remain.

Community cohesion is successful in promoting harmony in school and in providing opportunities for pupils to engage with the local community. The governing body and staff are currently exploring ways of developing links with different communities nationally and around the world. Safeguarding is good. Staff have regular updates in their child protection training and are well equipped to deal with any concerns. Effective procedures that fully meet requirements are reflected in the day-to-day work of the school. The

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governing body is supportive and provides a good range of expertise and experience. It is actively involved in school and keeps a close eye on provision through its links with classes and subject managers. Parents and carers are encouraged to engage in their children's learning and receive a good amount of information about progress, the curriculum, and school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When they start in the nursery, children's level of development varies widely. Overall, they have a range of skills that are below expectations for the age group, especially in early reading, writing and number work. Good induction procedures, including home visits, ensure that children settle quickly. Teaching is good. Children's independence is promoted successfully as they are constantly encouraged to follow their own lines of enquiry and explore their world. Progress is constantly assessed and the 'learning journey' booklets provide a detailed record of each child's development. Planning takes careful account of children's interests and their stage of learning in order to keep them well motivated and challenged. For example, children had great fun reciting nursery rhymes in the style of different characters, while others enjoyed manoeuvring their wheeled toys around the imaginative outdoor area.

Children make good progress and most are now working at the expected levels by the time they enter Year 1, which is higher than in previous years. The development of boys' writing however, continues to be a focus for improvement. Leadership and management are good and ensure that routines, policies and procedures are consistently followed. Excellent care and partnerships with specialist agencies ensure that individual children's needs are met and they are able to access all activities. There are good systems for



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sharing information with parents and carers, and for involving them in their children's education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The parents and carers who responded to the questionnaire have very positive views and all are happy with their children's experiences of school. Quotes that reflect these opinions include, 'lovely school, good atmosphere throughout', 'lots of after-school clubs for the children -nothing is too much trouble for the teachers', and 'parents and carers are treated with courtesy and consideration while children are happy and fulfilled'. There are commendations for the good quality of teaching, the high standard of care, the good links between home and school and the effectiveness of leadership and management. Inspection endorses these views. No major issues were raised.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CE Primary 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	83	12	16	0	0	0	0
The school keeps my child safe	55	71	22	29	0	0	0	0
My school informs me about my child's progress	56	73	20	26	0	0	0	0
My child is making enough progress at this school	60	78	16	21	1	1	0	0
The teaching is good at this school	55	71	22	29	0	0	0	0
The school helps me to support my child's learning	62	81	15	19	0	0	0	0
The school helps my child to have a healthy lifestyle	46	60	30	39	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)	48	62	25	32	2	3	0	0
The school meets my child's particular needs	50	65	27	35	0	0	0	0
The school deals effectively with unacceptable behaviour	46	60	30	39	0	0	0	0
The school takes account of my suggestions and concerns	44	57	30	39	2	3	0	0
The school is led and managed effectively	48	62	28	36	0	0	0	0
Overall, I am happy with my child's experience at this school	56	73	21	27	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 April 2011

Dear Pupils

**Inspection of All Saints CE Primary School, Newton Heath, M40 1LS**

Thank you for the very warm welcome and lovely smiles you gave the inspectors when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

All Saints CE Primary is a good school. Your behaviour is excellent and you all get on extremely well together. You are a credit to yourselves, your families and your school. Thank you to the pupils who filled in their questionnaire and those who chatted with us. It is good to hear comments such as 'teachers care for us', 'teachers make work fun' and 'we have really good equipment like the new computers and PE apparatus, and we love our playground'.

You are keen to learn, work hard and are making good progress. The children in the Nursery and Reception classes enjoy their work and play and are doing well. In Years 1 to 6 your reading and mathematics work is good. Your writing is improving but there is still some work to do, especially in spelling and handwriting. To make the school even better we have asked your teachers to:

- provide more small-group sessions that help you to learn your letters and sounds in both key stages
- provide more help for you to improve your handwriting
- make sure that you have enough time to work independently in lessons
- make sure that the marking of work and the targets you have are always helpful and show you how to improve.

You can help by continuing to work hard and keeping up the good rate of attendance. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept our best wishes for the future and continue to enjoy your happy school.

Yours sincerely

Lynne Read

Lead inspector

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