

All Souls Church of England Primary School

Inspection report

Unique Reference Number	105811
Local Authority	Rochdale
Inspection number	363702
Inspection dates	11–12 April 2011
Reporting inspector	Geoff Yates

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	241
Appropriate authority	The governing body
Chair	Mr Gary Fieldhouse
Headteacher	Mrs Gaynor Rennie
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed, taught by eight teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 59 questionnaires returned by parents and carers.

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

- How pupils achieve as they move through the school, especially the progress more-able pupils make in mathematics in Key Stage 2.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How successful the school is in ensuring teachers use marking and other forms of assessment well.
- How well the school provides for pupils' personal development.

Information about the school

This is an average-sized primary school in which the proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has gained many awards, including International Schools' status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Attainment in English and mathematics is high and throughout the school pupils make accelerated progress. Their overall achievement in both academic and personal development is excellent. These very strong outcomes are due to: exceptional leadership and management; high quality teaching; a curriculum of excellent quality; pupils' outstanding behaviour and attitudes to learning; excellent provision for pupils' spiritual, moral, social and cultural development and the valuable support parents and carers are encouraged to give to their children's education. All staff provide excellent care so that pupils feel very safe in school and know how to look after themselves and one another. They gain an excellent understanding of how to lead a healthy lifestyle and very well-planned strategies are in place to develop pupils' understanding of community cohesion and their role in the local and wider community.

The Early Years Foundation Stage is outstanding and as a result, pupils get off to a flying start to their formal education. Teachers and support staff across the school know their pupils very well and work is well matched to pupils' needs. However, while there are examples of marking being used well to help pupils to know how to improve, this is not consistent throughout the school. The curriculum includes a very strong emphasis on learning challenges covering a wide range of topics. Pupils love the opportunities provided for them to experience responsibility. There is not just one but four school councils who play a very strong role in decision making especially with regard to environmental and conservation issues.

Since the last inspection the overall effectiveness of the school has improved. This is thanks to the excellent leadership provided by the headteacher, senior staff and governing body. The leadership team is rigorous in evaluating accurately how well the school is doing and taking steps to address any shortcomings found. They drive forward and secure improvement well through a detailed school improvement plan. For example, the standards of pupils' writing have been improved considerably. Supported by an outstanding governing body, the school has an outstanding capacity to maintain the high performance of pupils.

What does the school need to do to improve further?

- Ensure that marking consistently provides pupils with information about how they might improve their work even further.

Outcomes for individuals and groups of pupils

1

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Pupils really enjoy their learning and are very keen to succeed. For example, one very young child returning to class from a small group activity taking place outside the classroom commented enthusiastically, 'We didn't get to finish all the sentences but we worked very hard!' All age groups demonstrate excellent concentration in lessons because the work set is interesting and challenging and pupils know teachers value their contributions. Achievement for boys and girls is outstanding, including for those who have special educational needs and/or disabilities.

When children enter the school, their development is below that expected for the age group. They make outstanding progress and attainment on entry to Year 1 is above average across all areas. Pupils continue to progress outstandingly well and as a result, attainment by the end of Year 6 is significantly above average and has been so over the last three years. Inspection evidence shows currently there is a very high proportion of pupils working at or above the expected levels in both English and mathematics. They can apply their skills well in other subjects. Year 6 pupils confidently talk about the key characteristics of journalistic writing and can use and apply their number skills accurately in solving mathematical problems. More-able pupils are adept at using their numeracy skills exceedingly well, for example, in working out the prices of items in a sale when a reduction of 15% is applied. In Year 1, pupils use their writing skills very well in contrasting toys past and present. One child wrote, 'In the past, dolls with china faces were very delicate. Today, toys are cuddly and you can take them to bed.'

Pupils have an excellent understanding of healthy living and fitness. By Year 6, they display mature, responsible attitudes. Pupils of all ages are adamant that bullying is not tolerated. With high academic attainment and good habits of attendance and punctuality, pupils are extremely well prepared for their future education. Successful links outside school and overseas help pupils to appreciate and value diversity, as well as expanding their horizons.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The key reason that teaching and curriculum are of high quality is that staff know their pupils exceedingly well and ensure that suitable provision is put in place. At all levels, adults build excellent relationships with pupils, confirming that the school's motto, 'To enable pupils to grow' is met fully.

High-quality teaching, totally focused on learning, based on a very good knowledge of individuals' needs really captures pupils' interests and ensures that they work very hard and produce work of quality. The school's very well-planned learning environment, not just inside but also outside, creates an excellent working environment where learning can and does take place. Teaching assistants play a full part in lessons, working with small groups, noting individuals' progress and ensuring all work productively. Adults use questioning very effectively to challenge pupils to think more deeply. When pupils are working individually or in groups, teachers monitor their progress closely, offering encouragement and guidance. They mark pupils' work supportively and provide some pointers as to how it could be improved but marking is not consistent across the school.

The curriculum with its focus on learning challenges is extremely well adapted to the needs of the pupils. Pupils themselves make a very good contribution into what might be covered in topic work. For example, in a topic focusing on global warming some pupils chose to write to the Prime Minister about their concerns. The emphasis placed on developing pupils' basic skills and their personal well-being, pays great dividends, as

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evidenced by pupils' attainment in English and mathematics and also through the sense of harmony and contentment throughout the school. Whenever possible, learning is based on real-life activities, such as work related to environmental issues. Outside expertise, such as the use made of a music specialist, adds breadth to the curriculum, as do theme weeks such as arts week.

Parents and carers agree overwhelmingly that their children are well cared for in school. Very well-targeted support helps all pupils to make the best of their opportunities. There is excellent provision for all aspects of pastoral care and pupils, parents and carers find a very safe and welcoming environment in the school.

These are the grades for the quality of provision

The quality of teaching	1
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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent leadership and management by the headteacher and deputy headteacher have created a very strong sense of teamwork and fully embedded the drive for ongoing improvement. Leaders and managers at all levels are given the responsibility to develop their areas. An accurate self-evaluation by the school results in well-formulated plans targeted to appropriate areas for development, for example, in increasing pupils' involvement in deciding the learning challenges in the content of the topic work. The quality of teaching is carefully monitored and outcomes are shared and fed into performance management targets. The governing body is excellent; it discharges its statutory duties very well and is highly effective. This is because governors are involved in decision making and have, for example, undertaken their own survey of parental views to see what parents and carers would like to be improved. The school implements excellent safeguarding practices so pupils feel very safe. Safeguarding arrangements are not just left in the hands of staff. For example, suitably supervised uniformed junior police community support officers operate outside the school before and after school to ensure cars are parked safely. The site is very secure, including the excellent rockery area. Child protection training is fully up to date, procedures and policies follow very best practice, evident in all aspects of the school's work. The school has a strong commitment to inclusion and leaders and the governing body promote it exceedingly well and are very active in tackling any form of discrimination. Small inconsistencies in performance are eliminated through well-targeted intervention strategies. As a result, the promotion of equal opportunities is excellent. Community cohesion is promoted outstandingly well, based on an in-depth analysis of the area the school serves. Particularly strong features include the work done with regard to the school's international status and the importance given to Fair Trade. Excellent partnerships with outside organisations provide experiences the school alone cannot, for example in sports, including water polo, and music.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with skills below those expected for their age. They make excellent progress in all areas of learning and exceed age-related expectations by the time they move to Year 1. High-quality care, careful induction procedures and very good relationships ensure children make a happy start in school. They settle quickly, eager to investigate all the exciting activities on offer. They clearly feel safe and secure, work hard and behave very well, sharing equipment and taking turns. They rapidly gain in confidence, select activities and materials independently and concentrate well on their tasks. Outstanding teaching provides a well-planned range of themed activities. Developing children's early reading, writing and numeracy skills has a high priority and children make exceptional progress in these areas because of well-targeted support and informed opportunities to develop these skills. The outdoor area, although limited in space, is used regularly and enjoyed by children. For example, the rockery area provides an exciting environment and outstanding opportunities for learning. During the inspection, children were totally involved in the rockery area, building a beanstalk using twigs and sticks they had collected, to help them reach the giant's castle. Excellent leadership ensures all welfare and Early Years Foundation Stage requirements are fully implemented by an experienced team with very good knowledge of children's learning needs. Progress is carefully monitored to plan the next steps in learning, and to ensure the needs of every child are met.

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

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

There was a below-average percentage of questionnaires returned, with some parents and carers with more than one child attending the school filling in one questionnaire. The low return is possibly related to the fact that the school has recently carried out its own parental survey. Parents and carers hold mostly very positive views of the school. A very small minority of parents and carers expressed concern about different aspects of the schools work but inspection judgements support the positive views of the very large majority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Souls Church of England 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	20	34	2	3	0	0
The school keeps my child safe	42	71	17	29	0	0	0	0
My school informs me about my child's progress	38	64	18	31	2	3	0	0
My child is making enough progress at this school	38	64	19	32	2	3	0	0
The teaching is good at this school	38	64	20	34	1	2	0	0
The school helps me to support my child's learning	35	59	19	32	3	5	0	0
The school helps my child to have a healthy lifestyle	33	56	25	42	1	2	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)	34	58	22	37	2	3	0	0
The school meets my child's particular needs	35	59	19	32	4	7	0	0
The school deals effectively with unacceptable behaviour	34	58	23	39	1	2	1	2
The school takes account of my suggestions and concerns	33	56	22	37	3	5	0	0
The school is led and managed effectively	35	59	21	36	1	2	0	0
Overall, I am happy with my child's experience at this school	42	71	16	27	1	2	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).

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"> ■ 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.



16 April 2011

Dear Pupils

Inspection of All Souls Church of England Primary School, Heywood, OL10 4DF

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. The pupils who showed the team round the school at the start of the inspection were magnificent ambassadors for your school. It was wonderful to hear the choir sing and to look at the work you have done in topic lessons and how well you respond to learning challenges. I would never dream of parking my car on the zig-zag lines outside school because of the polite 'telling off' I might receive from the junior police community support officers!

All Souls is an outstanding school. You get on extremely well together and take great care of each other. You are a credit to your families and your teachers. I think the members of the four school councils, including eco warriors and those with other responsibilities, do a wonderful job in helping to run the school. We know you are delighted with your school because of comments such as, 'We love our school', 'The rockery is brilliant', 'Learning is great fun'. You are keen to learn, work very hard and are making outstanding progress. There have been many improvements in the outside area especially the forest garden area.

You can help to keep your school an outstanding one by maintaining your good attendance record and keeping up the hard work. We have asked the staff to make sure that when they mark your work you are all given useful comments to help you improve even further.

Please accept my best wishes for the future. I hope you continue to enjoy your wonderful school.

Yours sincerely

Geoff Yates

Lead inspector

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