

All Saints Primary School

Inspection report

Unique Reference Number	105480
Local Authority	Manchester
Inspection number	367367
Inspection dates	5–6 July 2011
Reporting inspector	Georgiana Sale

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Mrs Anne Unwin
Headteacher	Mrs Sylvia Barrow
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and saw eight staff teach. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at documentation, including records of pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was evaluated. Inspectors also took into account the views of staff and pupils expressed in questionnaires. They received and analysed 41 questionnaires from 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 good children's outcomes are in the Early Years Foundation Stage.
- How well the school monitors progress and puts in effective action for pupils who are progressing more slowly than their classmates.
- How well the pupils who have joined the school after Year 1 settle into the school and feel part of the community.

Information about the school

All Saints is an average-sized primary school. The majority of pupils come from the local area. The proportion of pupils known to be eligible for free school meals is much higher than average. The proportion of pupils who are learning English as an additional language is high. The proportion of pupils with special educational needs and/or disabilities is average but the proportion of pupils with a statement of special educational needs is below average. The school has a higher proportion of pupils who join the school late, especially at Key Stage 2. The school has gained the Basic Skills Quality Mark and Healthy Schools Gold Award.

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

All Saints is a good school. Attainment is improving, especially in mathematics under the strong leadership of the headteacher, supported by an effective governing body and management team. Several aspects of the school's work are outstanding. These contribute significantly to pupils receiving a good education and achieving well. Pupils feel extremely safe because the school has exceptionally effective safeguarding procedures. The school takes exceptionally good care of all its pupils and gives them excellent support and guidance. Pupils are polite, confident and well-behaved. They make an excellent contribution to the community and have outstanding spiritual moral, social and cultural development. Community cohesion is first rate. As a result, the school is a strong, cohesive and very safe community.

Excellent partnerships with parents, carers and outside agencies make sure that pupils with special educational needs and/or disabilities are supported well in and out of class and consequently these pupils make good progress. Supportive comments such as 'My child comes skipping out of school with a big smile on his face; I can only put it down to the school and its teaching methods', are typical of parents' and carers' views.

Pupils join the school with skills that are low compared with those normally expected. As a result of good teaching pupils make good progress especially in mathematics. The progress of some of the more-able pupils, and pupils in Key stage 1, has not been as fast. Attainment is broadly average by the end of Year 6

Pupils enjoy learning because teaching is mainly good with some that is outstanding. Lessons are fun. Teachers use assessment information well to plan lessons and regular checks on attainment allow them to identify any pupils in danger of falling behind and put in place help to make sure they catch up. Most teachers tell pupils how to improve their work and what they need to learn next. However, this is not consistent across all the teachers or across different subjects. The good curriculum makes effective links between subjects which helps pupils to use and apply key skills.

The school has an accurate knowledge of its strengths and weaknesses. The headteacher gives very strong direction and inspiration to the work of the school. It has improved significantly in several key areas since the last inspection as a result.

Effective senior staff, together with a dedicated staff team who are keen to improve their practice is leading to rapid improvements in a short time. These strengths mean that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Achieve consistent rates of progress across all year groups and abilities by:

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- allowing the most-able pupils to get on more quickly with different tasks from those of their classmates
- making sure all teaching is at least good
- providing more sharply-focussed individual targets for pupils
- giving pupils more detailed individual feedback on what step to take next to improve their work.

Outcomes for individuals and groups of pupils

2

Pupils' good attitudes to learning and positive behaviour, together with excellent relationships at all levels and between all groups make a good contribution to the quality of learning across the school. Pupils achieve well because they are keen to learn and enjoy their classes.

Pupils join the Nursery with skills that are very-low compared with those typical of children of that age. They make good progress although some children are still working towards the early learning goals by the end of their Reception year. Despite an upward trend over the last few years, attainment is below average at the end of Key stage 1. In Key Stage 2 progress is strong especially in Years 5 and 6. The work seen in lessons and in pupils' books confirms that, at the end of Key Stage 2 attainment is average and improving especially in mathematics where it is now above average. Pupils learning English as an additional language make good progress because staff provide well-focused support to meet their individual needs. Pupils show their good understanding of healthy lifestyles by eating a healthy lunch and healthy snacks and enjoy varied out-of-school physical activity clubs such as Irish dancing.

Pupils feel extremely safe at school and know their voice is heard and valued. Many pupils play an active role in their community as mentors, playground buddies or as members of the school council. All pupils have helped choose topics in their curriculum. Pupils have many links with the wider community through local organisations, links with other schools in the United Kingdom, and international links with Spain. Good behaviour and attendance patterns together with well-developed basic skills, the ability to support each other and an excellent sense of right and wrong ensure the pupils leave the school well-prepared to succeed at secondary school.

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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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
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?

Teaching is good and the varied, active lessons using modern interactive technologies keep pupils engaged. They work well as individuals, in pairs and in groups. Accurate assessment supports planning to match lessons to the needs of the pupils. However, sometimes the most-able pupils do not get on to the more challenging work quickly enough and consequently, their progress slows. In class support is used well to make sure that pupils who have special educational needs and/or disabilities make good progress. Pupils are not always given sharply-focussed individual targets or sufficiently detailed individual feedback on what steps to take next to improve their work. As a result, pupils do not always know how well they are doing or what they need to do to improve their work.

All pupils benefit from the well-planned imaginative curriculum that includes lots of outside educational visits or visitors that enrich their experiences. For example, following a visit by an African artist, pupils made tribal masks. Their experiences are further enhanced by a good range of out-of-school clubs that are well-attended.

Individual needs including social and health-related needs are meticulously explored and staff consistently think creatively and use partner agencies to give outstanding care and support to children and their families. Arrangements for joining the school, and to ensure a smooth transition to the next school, are very effective. The school has very strong partnerships with other professionals to give timely, targeted support when necessary to

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remove any barriers to learning for pupils who have learning or personal difficulties, so that all these pupils make good progress.

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	1

How effective are leadership and management?

The headteacher's ambitious vision for pupils to achieve well and to develop into well-rounded individuals is shared by the staff and governors all of whom work well together as a team. They share her strong drive for improvement. The school's good promotion of equality of opportunity is seen in the high quality of its care and its effective actions to make sure individual pupils do not underperform, consequently gaps between the achievements of different groups of learners are closing. Governors are well-informed and knowledgeable and play an active role in school life.

The regular use of a range of data to evaluate and analyse the school's performance, and rigorous monitoring of teaching and learning enables the senior team to take focused actions to bring about effective change. This has resulted in pupils' improved performance, particularly in mathematics where pupils now make good progress and are above-average at the end of Key Stage 2.

There is a very strong emphasis on child protection and all staff have received relevant training. The school provides a very safe place to be and develops in the pupils a good sense of evaluating risk, giving them the confidence to enjoy a week away at an outdoor activities camp. The school forms strong partnerships which are used effectively to enhance the pupils' learning opportunities and provide support.

The headteacher has been successful in developing a very cohesive school community based on a love of learning and clear values of respect for individuals and everyone playing their part. The school has an excellent understanding of the community it serves and is helping pupils to engage successfully with people from other backgrounds and cultures in Britain. It has successfully nurtured attitudes and skills in its pupils that will enable them play an active role in any future community of which they are member. As a result, pupils enjoy experiencing new cultures, new people and different ways of life.

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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	2
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	2
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	2

Early Years Foundation Stage

In the Early Years Foundation Stage children have a good start to their education and progress well. The very low levels with which most children start school in the Nursery are raised significantly so that the majority of children have reached the nationally-expected level by the end of Reception, although some are still working towards nationally-expected goals.

They enjoy their learning. Teaching is good and activities are well-planned, fun and purposeful. For example there were many smiles and laughter as children used hand puppets to tell the story of the red hen who wanted to be a miller. Both the indoor and outdoor areas provide a stimulating and fun learning environment and, as a result, children explore and investigate a wide range of experiences, which contributes to their good progress.

The new Early Years Foundation Stage leader has a clear vision of how to develop provision further. She has built good relationships with parents and outside agencies and these contribute to the good-quality care children receive. At all times, children are safe and secure; all procedures regarding safeguarding are excellent.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 response rate from parents and carers to the Ofsted questionnaire was below the national average for primary schools. The overwhelming majority of those who responded found the staff to be dedicated and supportive, and many spoke positively of what a safe and happy place the school was, and how much their child enjoyed school. They were also appreciative of how well their child is progressing and how the school focuses on individuals. The inspectors also found the school to have these strengths.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints 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 41 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	27	66	14	34	0	0	0	0
The school keeps my child safe	26	63	13	32	1	2	1	2
My school informs me about my child's progress	24	59	15	37	1	2	0	0
My child is making enough progress at this school	22	54	18	44	0	0	0	0
The teaching is good at this school	24	59	15	37	0	0	0	0
The school helps me to support my child's learning	20	49	18	44	1	2	0	0
The school helps my child to have a healthy lifestyle	22	54	17	41	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)	21	51	18	44	0	0	0	0
The school meets my child's particular needs	22	54	14	34	1	2	1	2
The school deals effectively with unacceptable behaviour	21	51	15	37	2	5	0	0
The school takes account of my suggestions and concerns	15	37	21	51	3	7	0	0
The school is led and managed effectively	26	63	15	37	0	0	0	0
Overall, I am happy with my child's experience at this school	25	61	15	37	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



6 July 2011

Dear Pupils

Inspection of All Saints Primary School, Manchester, M12 5PW

We really enjoyed visiting your school and I am writing to thank you for two very interesting days. You go to a good school. These are the best things about your school.

- Children in Early Years Foundation Stage thoroughly enjoy school and learn quickly.
- Your behaviour is good and you are kind to each other and play together very happily.
- You are well taught and your lessons are fun and interesting.
- You are really well cared for and supported by all the adults in the school
- You make good progress and work hard in lessons.
- The school works extremely closely with your parents and carers to make sure you are successful at school.

We have asked your school to look at how they can make things even better. The most important things are:

- your teachers should make sure that they tell you exactly how to improve your work. You need to make sure that you listen to them and then put their advice into practice
- we have asked your teachers to make sure that you get on to your 'challenges' at your work table more quickly.

You can help by attending school every day, working hard and always trying your best. I wish you every success in your time at school.

Yours sincerely

Georgiana Sale

Lead inspector

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