

Chorley All Saints Church of England Primary School and Nursery Unit

Inspection report

Unique Reference Number	119464
Local authority	Lancashire
Inspection number	379809
Inspection dates	3–4 November 2011
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Edmund Straszak
Headteacher	Sarah Partington
Date of previous school inspection	11 June 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 13 lessons and observed eight teachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum, safeguarding arrangements and monitoring and evaluation documents. Inspectors analysed 114 questionnaires completed by parents and carers, 87 pupils' questionnaires and 15 questionnaires returned by staff.

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

- Whether progress in the Early Years Foundation Stage is good.
- Whether progress is consistently good through Key Stages 1 and 2.
- How effectively the quality of curriculum provision meets the needs of specific groups, notably boys, and enables them to achieve well.
- How effectively all leaders, including the governing body, monitor and evaluate the impact of actions they take to improve pupil outcomes.

Information about the school

This is a smaller-than-average-sized primary school. Since the previous inspection the school has increased in size. The large majority of pupils are from White British backgrounds. The proportion of pupils who are known to be eligible for free school meals is well above average and there is higher than average mobility of pupils in and out of the school. The proportion of pupils with special educational needs and/or disabilities is higher than average. The school has achieved Healthy School status and the Activemark.

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. It has maintained its good performance since the previous inspection because leaders and managers are an effective team in driving the school forward and improving key aspects of its work. In particular, the provision for pupils' care, guidance and support, is now a significant strength. The success of the school is reflected in its increasing popularity in the local area. A parent typically commented that, 'The school is a friendly and family-oriented place where the needs and requirements of children are always a priority.' Pupils achieve outstanding outcomes in several aspects of their personal development, an improvement from the previous inspection, and achieve well in their learning. Together with the outstanding provision for care, guidance and support, accurate self-evaluation and maintenance of good standards of teaching and curriculum provision, there is clear evidence that the school has a good capacity to further improve its performance.

Pupils enjoy coming to school and are extremely positive about their teachers. They work and play in a harmonious school community where they have an excellent understanding of how to keep themselves, and others, safe. Pupils' behaviour is good and fosters positive attitudes to learning. Pupils' understanding of how to live healthily is outstanding. There is a high take-up of the many sporting opportunities on offer. Pupils are actively involved in encouraging healthy choices by selling 'healthy tuck' and serving in the school dinner hall. Their spiritual, moral, social and cultural development is outstanding, with pupils demonstrating a mature ability to recognise the differences between right and wrong and developing a clear set of personal values.

Children get off to a good start in the Early Years Foundation Stage and make good progress, although their skills in writing are well below what is expected by the time they enter Year 1. In Years 1 to 6, pupils make good progress to reach standards in line with national averages by the end of Year 6. However, attainment in writing in Years 1 and 2 is well below what is expected. A focused approach to the improvement of teaching and curriculum provision has led to increased enjoyment for pupils in their learning. One pupil commented typically, 'Teachers give you confidence to do the work; they encourage you and give you ideas.' Leaders are driving the school forward purposefully. Thorough monitoring and evaluation has enabled the school to identify accurately its key priorities and take effective action to address them. Members of the governing body are not as involved in this process as

other leaders and rely too much on information they receive from the school for evidence of its performance.

What does the school need to do to improve further?

- Improve attainment in writing in the Early Years Foundation Stage and in Key Stage 1 by:
 - developing the use of the outdoor area, in the Early Years Foundation Stage, to provide more opportunities for children to practise their writing skills
 - providing more opportunities for pupils in Key Stage 1 to practise their writing skills and to write at length in all subjects.

- Improve the effectiveness of the governing body by:
 - ensuring that its members develop ways of checking independently the school's performance in order to hold it fully to account.

Outcomes for individuals and groups of pupils

2

Children join the Early Years Foundation Stage with starting points well below those expected for their age. In Years 1 to 6, the progress of all pupils is good, including that of pupils with special educational needs and/or disabilities, and of boys and pupils known to be eligible for free school meals. In Years 1 and 2, there is evidence that attainment in writing is improving but that it remains well below what is expected. In Years 3 to 6, pupils continue to narrow and close the gap in their attainment so that, by the end of Year 6, standards are in line with the national average in both English and mathematics, with an increasing number of pupils attaining higher than expected levels for their age. Pupils' attitudes to, and enjoyment of, their learning are self-evident and are helped by excellent relationships in the classroom. This was seen in a Year 4 literacy lesson where pupils worked extremely well collaboratively to produce a video on the dangers of fireworks. Their excellent attitudes produced the high quality learning atmosphere which was evident in several lessons during the inspection. Very occasionally, the quality of learning dips when pupils' opportunities to work independently are restricted by over long introductions by the teacher.

Pupils' good academic progress is complemented well by their personal development. Pupils' quick response to teachers' expectations in lessons fosters their good behaviour and excellent relationships with others. Pupils have high levels of trust in the adults around them and feel confident to approach adults with any concerns or worries. They make a good contribution to the life of the school and the local community through the responsibilities they take on. For example, they act as buddies for younger children and are involved in events such as Enterprise Week and 'Give a Goat'. Assemblies make an outstanding contribution to pupils' spiritual development and they appreciate differences and diversity through their studies of a range of faiths and cultures. Attendance has improved to average and is rising further. This, together with their good achievement and outstanding personal skills, shows that pupils are being well prepared for the next stage of their education.

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	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is characterised by a good use of assessment to plan learning, very good deployment of adults to support learning and a wide range of strategies to engage pupils and ensure that the needs of all are met. These characteristics were evident in a Year 2 numeracy lesson when pupils were producing bar graphs from data they had collected independently. Middle attaining pupils produced their graph using information and communication technology (ICT) while a lower-attaining group 'built' their graph using blocks of card. Teaching is usually effective in enabling pupils to learn independently and giving them opportunities to practice and apply their skills. Learning is well structured with targets for the lesson and how to achieve them made clear. Very occasionally, progress is not fast enough when expectations of specific groups are too low. Assessment is used effectively to check pupils' understanding and marking makes clear to pupils what they have achieved and what they need to do next. Older pupils have good opportunities to check their own work, which gives them a clear understanding of their learning and how to improve.

The curriculum is broad and balanced and meets the needs of different groups of pupils well through an emphasis on 'hands-on' experiences. Links between subjects have been developed effectively through creative approaches and pupils have more opportunities to apply their reading, writing, ICT and numeracy skills across different subjects. However, pupils in Key Stage 1 have insufficient opportunities to practise writing, especially at length, in lessons other than literacy. Pupils are engaged and motivated by interactive and creative approaches, such as the 'Rainforest' role-play area in Year 6. More practical approaches are having a positive impact on pupils' learning and on the progress of specific groups, for example, boys. There is good enrichment of pupils' learning through planned visits and events, such as the 'Tiger who came to tea' theatre. A wide range of visitors into school enhance pupils' personal development, such as informing them how to keep safe using the internet.

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

There is very good take-up of the wide variety of after-school clubs, including a homework club, with a waiting list of pupils who wish to join.

The school's outstanding care, guidance and support are evident in lessons and throughout the school. This strong ethos of care is deeply embedded and results in outstanding relationships. The learning mentor is instrumental in providing very well-targeted support to meet the diverse needs of individual pupils. There are excellent links with outside agencies to promote pupils' safety and well-being, including links with high schools for transition to the next stage of education. Rigorous systems to promote good attendance have resulted in consistent improvement in attendance since the previous inspection.

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 flexible use of staff in key roles, for example, to lead developments in ICT provision, has effectively improved the capacity of all staff to lead school improvement. Evaluation is thorough, with effective systems for checking pupils' performance, the quality of provision and the impact of leaders' plans and actions. Rigorous analysis of data leads to a sharp focus on areas of weakness, such as raising attainment in Key Stage 1. The school promotes equality well. It is a harmonious community with no tolerance of discrimination in any form. Provision for the more-able pupils has improved since the previous inspection and the gap between boys' and girls' achievement is narrowing.

The governing body fulfils its statutory duties satisfactorily and is involved in shaping the direction of the school. Members of the governing body receive information about the school's performance but are not involved enough in holding the school directly to account. Arrangements for safeguarding are good and meet all current requirements. They are supported by clear and effective procedures, with exemplary child-protection procedures. There are good links with parents and carers and partnerships with others, particularly to support pupils' well-being. The promotion of community cohesion is good. Pupils' understanding extends beyond the immediate locality through their links with pupils from other schools and successful work to increase their appreciation of other faiths and cultures.

These are the grades for the 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	3

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

The quality of provision in the Early Years Foundation Stage is good. Children make good progress. However, by the time they enter Year 1 outcomes are still below expectations overall, and well below what is expected in writing. Adults work effectively as a team in both Nursery and Reception, to enable good quality learning. Effective leadership has identified key priorities for development, such as the further development of learning outdoors. However, in relation to the development of children’s writing skills, this strategy has not had enough time to work fully. Adults are skilled at supporting children to develop their confidence levels so they are prepared to make choices to try new experiences. Their caring approach means that children are well cared for, happy and settled. Good quality planning ensures that resources are used imaginatively and that children have access to a wide range of learning activities to stimulate their interest, although evaluations of children’s learning are not always focused enough. They are encouraged through, for example, role-play in ‘a building site’ or collecting twigs for a bonfire to relate their play to real life. The emphasis on developing their basic skills helps them to become active, independent learners.

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 in the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who returned a questionnaire indicated that they are happy with their children’s experiences at school. They feel that their children enjoy school and that the school keeps their children safe. The inspection findings reflect these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorley All Saints Church of England Primary School and Nursery Unit 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	73	30	26	0	0	0	0
The school keeps my child safe	91	80	22	19	1	1	0	0
The school informs me about my child's progress	75	66	32	28	7	6	0	0
My child is making enough progress at this school	74	65	37	32	2	2	0	0
The teaching is good at this school	79	69	34	30	0	0	0	0
The school helps me to support my child's learning	78	68	34	30	2	2	0	0
The school helps my child to have a healthy lifestyle	78	68	35	31	1	1	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)	75	66	33	29	1	1	0	0
The school meets my child's particular needs	80	70	27	24	4	4	0	0
The school deals effectively with unacceptable behaviour	81	71	27	24	4	4	0	0
The school takes account of my suggestions and concerns	66	58	39	34	5	4	0	0
The school is led and managed effectively	80	70	33	29	1	1	0	0
Overall, I am happy with my child's experience at this school	83	73	28	25	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



7 November 2011

Dear Pupils,

Inspection of Chorley All Saints Church of England Primary School and Nursery Unit, Chorley, PR7 2LR

Thank you for being so polite, welcoming and friendly when we inspected your school recently. We enjoyed our time at All Saints, particularly the time we spent talking to you. We know that you enjoy being there and that you like your teachers a lot.

All Saints is a good school with many strengths. You told us that the school is a happy and friendly place. We were impressed by your excellent understanding of how to stay safe and live healthily and by your good behaviour and the excellent relationships you enjoy with each other and with your teachers. You are taught well and you make good progress in your learning to reach standards that are average by the end of Year 6. You are extremely well cared for and you told us that, 'This is a school where people help each other.' You like your learning and enjoy the activities that are on offer in lessons and through the many extra activities that you take part in. You make a good contribution to the school through the jobs you do, for example, as members of the school council and by organising playground equipment.

We are asking the school to improve standards of writing in the Early Years Foundation Stage and in Years 1 and 2 by giving these children more opportunities to practise their writing skills. We have also asked the governors to make sure that they do everything they can to keep improving your education.

All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

Very best wishes for the future,

Yours sincerely

Brian Holmes
Lead inspector

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