

All Saints Church of England Primary School

Rufford Drive, Whitefield, Manchester, Lancashire, M45 8PL

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Children make outstanding progress in the Early Years Foundation Stage because teaching and the leadership and management of the department are of the highest quality.
- In Key Stages 1 and 2 pupils make good and improving progress and they achieve well. Nearly all pupils make the progress expected of them. The proportion of pupils making better progress than this has risen significantly since the previous inspection and compares favourably with national figures.
- Teaching in Key Stages 1 and 2 is good, with some that is outstanding.
- The care and support provided for pupils is outstanding. Pupils are exceptionally proud of their school.
- Pupils feel exceptionally safe in school. Their behaviour is exemplary both in lessons and around the school. Pupils are courteous and polite to each other, and to the adults working with them.
- Leaders and managers, including the governing body, have an exceptionally clear view about how successful the school can be. They are driving up the quality of teaching effectively and this is resulting in continually improving pupils' achievement.

It is not yet an outstanding school because

- Although the proportion of pupils making better than the progress expected of them is growing, it is not yet high enough to be judged outstanding.
- There is not yet enough teaching that is consistently outstanding.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons. They also observed the teaching of phonics (letters and the sounds that they make) and listened to a group of pupils from Year 2 read.
- Inspectors held meetings with senior and middle leaders, two groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors considered a wide range of documentation including: the school’s self-evaluation summary and improvement plan; information about pupils’ attainment, progress and achievement over the last three years and currently; policies and procedures relating to safeguarding, behaviour and attendance; and minutes of meetings of the governing body.
- Inspectors took account of 36 parental responses to the online questionnaire (Parent View) as well as summaries of questionnaires sent to parents by the school. Questionnaires returned by staff were also considered.

Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Jennifer Lawrence

Additional Inspector

Full report

Information about this school

- All Saints is similar in size to the average sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding (pupils known to be eligible for free school meals, looked-after children and children of armed forces personnel) is average.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion who speaks English as an additional language.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the government's current floor standards that set minimum expectations for attainment and progress.
- A new deputy headteacher was appointed in 2010.
- The school provides and manages daily before- and after-school care for a variable number of pupils.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding and thus drive progress at an even faster pace by:
 - making sure that the tasks set for pupils in Key Stages 1 and 2 are at the right level and neither too easy nor too hard
 - ensuring that all teaching is consistently lively and stimulating
 - improving the quality of marking so that it always shows pupils what they need to do to improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation stage with skills that are generally below those expected for their age. They make excellent progress and achieve outstandingly well because teaching and the range of activities they are presented with are matched precisely to their needs.
- By the end of Key Stage 1 attainment is consistently average in reading and mathematics. In writing attainment has improved significantly over the last three years and is now also broadly average.
- By the end of Key Stage 2 attainment has improved over the last three years and is now average in English and mathematics. In reading attainment is above average.
- Information provided by the school on the attainment of current year groups, confirmed by inspection evidence, shows that the upward trend in attainment is set to continue.
- Nearly all pupils make the progress expected of them. The proportion of pupils making better progress than this is growing and compares favourably to national averages. Again, school information, supported securely by inspection findings, shows that the trend of improvement is set to continue unabated.
- The progress and achievement of disabled pupils and those with special educational needs is also good and improving because of the effective support they receive from a dedicated and very able team of teaching assistants.
- Leaders and managers track meticulously the progress of pupils who are known to be eligible for the pupil premium funding. They identify these pupils' needs so that any signs of underachievement can be tackled at an early stage. As a result, pupils known to be eligible for the pupil premium make good and improving progress in line with that of other pupils in the school. They attain in line with similar pupils nationally.
- The few pupils who speak English as an additional language also make good progress and achieve well.
- The fact that all groups of pupils make good and improving progress demonstrates the school's strong and effective promotion of equality and determination to tackle discrimination.

The quality of teaching is good

- The quality of teaching in the Early Years Foundation Stage is outstanding. Teachers assess children's needs accurately and plan an excellent range of activities both in the classroom and outdoors that stimulates children's learning and promotes exceptionally rapid progress.
- In Key Stages 1 and 2 teaching is consistently good, with some that is outstanding. Over the last three years school monitoring records show that the quality of teaching has improved significantly.
- In most lessons, teachers use information about pupils' abilities and targets to make sure that activities are matched closely to pupils' needs. However, occasionally, activities are too easy for some pupils and too difficult for others. This slows the progress that some pupils make.
- The pace of most lessons is fast and lively. Occasionally, however, teachers take too long over explaining activities before allowing pupils to get on with things for themselves. Again, this slows progress for some pupils.
- Where teaching is outstanding, activities are matched exceptionally closely to pupils' needs and the pace is exceptionally fast and exhilarating. For example, in a Key Stage 2 mathematics lesson on measuring area, the classroom floor had been taped off into a host of different regular and irregular shapes. Having revised quickly with the class that all pupils knew the basics of how to calculate the area of various shapes, groups were sent off quickly to measure and calculate a variety of shapes appropriate to their abilities. Teaching assistants checked on progress and

understanding and gave excellent support to those who needed help. Pupils were totally engrossed in their practical activities and made outstanding progress as a result.

- The teaching of phonics (letters and the sounds that they make) and writing is good. It enables pupils to make good progress and achieve well in both aspects.
- Teachers mark pupils' work regularly. However, the quality of teachers' comments is inconsistent in showing pupils clearly what they should do and the next steps they need to take to improve their work and make sure that they reach their targets.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally proud of their school. They treat each other, the adults working with them and visitors with great courtesy. 'I love coming to school' and 'it's really great here', are just two of the expressions used by pupils to describe how they feel about their school.
- Above average attendance levels testify to pupils' enjoyment of school and how much they look forward to coming every day.
- In lessons pupils have exceptionally positive attitudes to learning. They work with great enthusiasm and always try to give of their best. Outside lessons pupils behave sensibly and with maturity at all times.
- Pupils say that bad behaviour is very rare. School records of poor behaviour over the last three years show very few incidents of any consequence.
- Pupils say that bullying of any kind is very rare and, if it happens, it is dealt with quickly. 'We are like a big family. We fall out sometimes but it doesn't last long and we're all good friends again soon after', is a typical comment.
- Pupils say how very safe they feel in school. They talk knowledgeably about potentially dangerous situations and how to avoid and/or deal with them. They understand fully the dangers posed by the inappropriate use of the Internet and social websites in particular.
- The care provided for pupils both before and after school is safe and supervised well by adults. There is a good range of appropriate activities to present pupils with a good and stimulating start to the school day.
- Pupils' strong sense of right and wrong, their outstanding behaviour and deep respect for others, especially those who may be different, show the excellence of pupils' spiritual, moral, social and cultural development.
- Almost all parents are pleased with the standard of behaviour in the school.

The leadership and management are outstanding

- Leaders and managers have an exceptionally sharp focus on how successful the school can be. They know exactly how well the school is doing and where it could do even better. For example, a relentless focus on improving pupils' writing skills is bringing about rapid and sustained improvement. This demonstrates the school's strong capacity to bring about further improvement.
- Improving the quality of teaching is at the heart of the successful drive to make the school better and improve achievement. The quality of teaching is checked regularly and accurately by senior leaders. The information gathered is used astutely to set challenging targets for teachers and to hold staff accountable for raising achievement. The targets and progress towards them are linked closely to staff pay progression.
- Leaders and managers have tightened procedures for checking on pupils' progress. Any underachievement is now identified quickly and appropriate action taken to help pupils to catch up. This too is bringing about a secure rise in achievement.
- The outstanding curriculum provides excellent support for pupils' learning. It provides pupils with

a host of exciting opportunities to practise and extend their skills in writing and apply their mathematical skills to practical problem-solving. In addition, there is a wide range of very popular activities outside lessons that makes a valuable contribution to pupils' well-being and personal development.

- Leaders and managers have an exceptionally strong and successful commitment to fairness and equality. As a result, all pupils, regardless of background or ability, have equal opportunity and are fully included.
 - Procedures and policies for safeguarding are fully in place and give no cause for concern.
 - The local authority provides good and effective support. This has been valued by leaders and managers and has been instrumental in driving up standards in English and mathematics over the last three years.
 - **The governance of the school:**
 - The governing body knows the school well. It is exceptionally rigorous in holding school leaders and managers to account for improving the quality of teaching and pupils' achievement. The governing body sets challenging targets for the headteacher and other members of staff. It links the outcomes firmly to decisions regarding pay progression. The governing body uses data knowledgeably to compare the effectiveness of the school with other similar schools both locally and nationally. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan. Actions and results are questioned to assure value for money especially with regard to how the pupil premium funding is allocated and how effective it is in supporting the achievement of pupils who are known to be eligible for its receipt. Governors keep themselves up to date by regularly attending training courses run by the local authority and other organisations.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105325
Local authority	Bury
Inspection number	400049

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	239
Appropriate authority	The governing body
Chair	Bill Berry
Headteacher	Gail Branch
Date of previous school inspection	9 November 2010
Telephone number	0161 7963392
Fax number	0161 7963367
Email address	allsaints@bury.gov.uk

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