

All Saints Church of England Primary School Marple

Brickbridge Road, Marple, Stockport, Cheshire, SK6 7BQ

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement. After a good start in the Early Years Foundation Stage, pupils' progress slows down. From above average starting points in Year 1, most pupils reach only average standards by the end of Year 6.
- Too few pupils reach the higher levels in writing and mathematics.
- The quality of teaching requires improvement. It is inconsistent across the school and this means that pupils do not make as much progress as they could in some classes.
- Teachers' marking does not always provide enough guidance to help pupils improve.
- The more-able pupils are sometimes given work that is too easy. Too often teachers accept untidy presentation and poor handwriting in books.
- Leadership and management require improvement. Leaders', including governors', checks on the quality of teaching have not been rigorous or effective enough to bring about the rapid improvements that are needed to raise pupils' achievement.
- The school's development plan does not set out ways to ensure that the success of improvement actions is measured regularly and accurately.

The school has the following strengths

- All Saints is a happy, harmonious school. Pupils behave well and feel safe and well cared for.
- Children in the Early Years Foundation Stage make good progress.
- Leaders have an accurate view of the school's strengths and weaknesses and know what needs to be done to improve its performance.
- Reading is well taught and is greatly enjoyed by pupils.
- The curriculum engages pupils' interests well.

Information about this inspection

- Inspectors visited 15 lessons and made a number of short visits to classrooms to observe teaching and learning. The acting headteacher observed one lesson jointly with an inspector.
- Inspectors listened to pupils read and observed the teaching of early reading skills in the school. The inspectors also looked at examples of pupils' work.
- A meeting was held with two groups of pupils and inspectors spoke to pupils about their work.
- Inspectors met a group of parents, three members of the governing body, a representative of the local authority and members of staff.
- In the course of the inspection, inspectors took account of 63 responses to the online questionnaire (Parent View), five letters from parents, the school's analysis of questionnaires completed by parents and 20 staff questionnaires.
- Inspectors observed the school's work and looked at a number of documents, including safeguarding documents, a summary of the school's self-evaluation, long-term plans, records of governing body meetings and the school's analysis of current data.

Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than average in size. The number of pupils on roll has risen since the previous inspection.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is smaller than average. No pupils are at an early stage of speaking English as an additional language.
- An average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils known to be eligible for the pupil-premium funding is broadly similar to the national average.
- The number of pupils known to be eligible to claim free school meals has risen since the time of the previous inspection and is now similar to the national average.
- Although reducing as the Reception class becomes over-subscribed, a higher-than-average proportion of pupils join the school at other than the usual times.
- Single-age classes were introduced in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced significant staffing changes since September 2012. An acting headteacher took up post in January 2013 following the resignation of the headteacher. She is currently supported by two part-time assistant headteachers. Two classes are taught by job-share arrangements and three other classes are taught by teachers who are temporary members of staff.
- The school holds the Leading Parent Partnership and Artsmark Gold awards.

What does the school need to do to improve further?

- Ensure that the teaching of writing and mathematics is consistently good or better, in order to raise pupils' achievement, by:
 - checking the quality and impact of teaching carefully, regularly and rigorously
 - planning challenging activities for all pupils, especially the more-able and particularly in writing and mathematics, to help everyone achieve as well as they possibly can
 - providing clear guidance through marking, so that pupils know how to improve their work
 - implementing the handwriting and presentation policy consistently across the school so that all pupils are enabled to take a greater pride in their work
- Strengthen the leadership of the school's drive for improvement by:
 - setting out improvement milestones in the school development plan to help leaders gain an accurate measure of how well the school is doing
 - ensuring that a permanent headteacher is in place by the beginning of the autumn term 2013.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Early Years Foundation Stage with knowledge and skill levels typical for their age. Because of good teaching and engaging activities they make good progress and enter Year 1 with skill levels above the national average.
- Progress is not as rapid in the rest of the school and, as a result, pupils' attainment at the end of Key Stages 1 and 2 is broadly average.
- Attainment at the end of Key Stage 2 was higher in 2012 than in 2011, reflecting the positive impact of recent improvements in teaching.
- However, although the overall rate of pupils' progress has begun to speed up, there is more to do to ensure that everyone is achieving as well as they possibly can in writing and in mathematics. Teachers do not always expect enough of pupils, especially the more-able, and, as a result, too few pupils are reaching the higher levels in these subjects.
- Pupils known to be eligible for the pupil-premium funding, all of whom are known to be eligible for free school meals, achieve and attain as well as the pupils who are not known to be eligible for this funding.
- Because of the good support they receive, disabled pupils and those with special educational needs progress at similar rate to other pupils in the school.
- Pupils who join the school at other than normal times are helped to settle well and their needs are identified quickly. This helps them to achieve as well as other pupils in the school.
- The small number of pupils from minority ethnic backgrounds also achieve as well as other pupils in the school.
- Reading has a high profile and pupils' attainment continues to rise more quickly in reading than in writing and mathematics. Early reading skills are taught well and pupils develop a love for reading. Reading standards at the end of Year 2 and Year 6 are broadly average and are rising well in the current year.
- Pupils listen well to their teachers. They are keen to offer their ideas in discussions and work very well with a partner or in a group. In a science lesson in Year 5, for example, they worked together well, using balloons to explore how lungs deflate and inflate. This enabled them to make good progress in their understanding of ideas about how our lungs work.
- The work in pupils' books does not always show their pride in their written work and often compares unfavourably to their spoken contribution in class.

The quality of teaching

requires improvement

- Lesson observations, work in pupils' books, records of leaders' observations and discussions with pupils indicate that the quality of teaching varies between year groups.
- Although teaching is outstanding in Year 2, it is not yet consistently good enough across other classes to ensure good achievement for all pupils. There has not been enough time for recent improvements in teaching quality to achieve their full impact on pupils' learning.
- Following a recent review of teaching by the acting headteacher and the local authority, aspects of most lessons have improved. Typical good features seen in the vast majority of lessons during the inspection include:
 - clear explanations, so that pupils know what they are expected to do and to learn
 - good attention to timings in the main teaching part of the lesson so that pupils learn quickly and their interest is sustained
 - good teamwork between teachers and teaching assistants, so that all pupils are given the support they need
 - clearly explained success criteria, so that pupils know when their learning has been successful

- regular opportunities for pupils to work together on engaging and motivating activities which capture their interests and imaginations.
- Improved planning means that lessons meet the needs of most pupils. Sometimes, however, the work is too easy for the most-able pupils and so their progress is not as rapid as it might otherwise be. This is sometimes evident in writing activities, for example, where able pupils are not always challenged to produce lengthier pieces of writing or to use more complex sentences.
- There is some helpful marking but this is not used consistently in all classes. This means that pupils do not always know how to improve their work. Some teachers do not use marking to ensure that pupils know how much work they should produce or how to improve their presentation and handwriting.
- A well-planned programme of small group work provides good support for disabled pupils or those who have special educational needs.
- A love of reading is being fostered. Year 6 pupils on the learning council have raised funds to buy books for the popular and well-used library. This resource promotes reading at home and supports the exciting topic work in each class.

The behaviour and safety of pupils are good

- Pupils enjoy school. They behave well, are welcoming and extremely polite and show great respect for each other and the adults who teach and care for them.
- Pupils understand the different types of bullying, including prejudice-based and cyber-bullying, and know how to keep themselves safe. They state clearly that bullying is rare. If incidents occur they trust the adults to sort them out quickly.
- Due to the concerted efforts of staff, parents and pupils, the attendance of most pupils is high when compared to the national average. The school is working effectively to support some pupils and their families who are at risk of poor attendance.
- Pupils are actively involved in helping to make the school run smoothly and in making it a happy environment for everyone. Their views and opinions are listened to through the school council meetings and class discussions. They readily take on responsibility, for example, as school councillors and as Year 6 learning council members. Older pupils enjoy helping the younger ones around school and on the playground.
- Spiritual, moral, social and cultural development is promoted well for all, through interesting activities, events and school assemblies. Older pupils regularly have the opportunity to consider difficult issues. For example, pupils in Year 6 showed great maturity when discussing how important it is for all to be included and that no one should be left out.

The leadership and management requires improvement

- The acting headteacher and governors have an accurate view of the school's strengths and weaknesses. They have begun to bring about improvements but there has not been enough time for this to raise all pupils' achievement.
- The school-development plan identifies appropriate priorities and sets out well-chosen actions for bringing about improvements. However, it does not include a full description of how to measure the success of the actions the school is taking and this reduces the clarity of leaders' overview of how well the school is doing.
- Checks on the quality of teaching are made periodically. However, the outcome of these checks can be too generous and are not always robustly linked to pupil progress. Pupils' books are not checked often enough to make sure that all pupils, including the more able, are making the progress of which they are capable.
- A more regular focus on staff development is now in place. For example, staff training sessions to improve teaching are now the focus of weekly staff meetings.
- The school has systems in place for checking on the progress of pupils. This is used increasingly

effectively to check for the more-able pupils who may be at risk of underachieving, to help move their learning on more quickly.

- The curriculum brings subjects together into interesting topics. Support for pupils' spiritual, moral, social and cultural development is good. Visits, including residential trips and well-attended after-school clubs all add enrichment.
- Pupil-premium funding provides additional support and teaching time for pupils and ensures that all have equal access to the trips arranged to enrich the curriculum.
- Parents hold very positive views of the school and praise staff and school leaders for the care their children receive.
- The local authority provides on-going support for the school and its leaders. This support has helped the school to make improvements in recent times.
- **The governance of the school:**
 - Governors ensure that procedures for safeguarding pupils are well managed. The school promotes equal opportunities for everyone and does not allow discrimination. The review undertaken recently by the acting headteacher and local authority has provided governors with an improved understanding of the quality of teaching. They receive regular reports on pupils' progress. All of this has improved governors' ability to hold the school to account. The governing body is working closely with the local authority and diocesan officers to ensure the smooth running of the school during this current period of staffing instability. The recruitment process to select a new headteacher is underway. Governors manage performance effectively; they understand the link between staff performance and salary progression. School's finances are managed well. Pupil-premium funding is spent appropriately to help overcome barriers to learning.

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	106102
Local authority	Stockport
Inspection number	403001

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Ian Parkinson
Acting Headteacher	Helen Dennison
Date of previous school inspection	11 October 2007
Telephone number	0161 4273008
Fax number	–
Email address	headteacher@allsaints-pri.stockport.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

