

All Saints Catholic Primary School

Church Street, Old Glossop, Glossop, SK13 7RJ

Inspection dates 15–16 May 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

- Not enough teaching is good or better in Years 1 to 5 and as a result some pupils do not make as much progress as they should.
- Teachers do not make enough use of information on pupils' progress to plan their lessons.
- Expectations of the quality and quantity of pupils' work are not consistently high, especially in subjects other than English and mathematics.
- Teachers' marking does not always help pupils to improve their work. At times, simple spelling, grammar and punctuation errors are left uncorrected.
- Pupils are given insufficient opportunities to use and apply their literacy and numeracy skills in other subjects.
- Leaders of subjects are new to their role and are at an early stage of checking whether pupils' achievement is good enough and then taking any necessary action to improve teaching and learning. The examples of good teaching are not shared well enough with all staff.
- Scrutinies of pupils' written work are not carried out regularly by senior leaders. The checking of teaching is not linked carefully enough to information about pupils' progress. Clear targets are not given to teachers to help them to improve their teaching.

The school has the following strengths

- Year 6 pupils make good progress in English and mathematics as a result of good teaching.
- Children get a good start to school life in the Early Years Foundation Stage, where they are taught well and make good progress. The teaching of early reading skills is good.
- Pupils enjoy their learning and behave well. They have a strong sense of right and wrong and this makes a good contribution to the respectful, positive relationships evident throughout the school.
- Governors are supportive and challenging. They know about the variability of pupils' progress and have requested leaders to take suitable action.

Information about this inspection

- The inspector observed 10 lessons including small group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). Six lessons were observed jointly with the headteacher.
- Meetings were held with two members of the governing body, a representative of the local authority, parents, staff and pupils.
- A wide range of school documents were analysed including: the school's own data concerning pupils' current achievement; pupils' work; planning and monitoring documentation; and records relating to behaviour, attendance and safeguarding arrangements.
- The 20 responses to the Ofsted online Parent View questionnaire were analysed, together with the four questionnaires returned by staff.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Most pupils are White British and all pupils speak English as their first language.
- A broadly average proportion of pupils is supported by additional funding through the pupil premium. In this school, the funding applies only to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, but the proportion of those pupils supported at school action plus or through a statement of special educational needs is above average.
- Children in the Early Years Foundation Stage are taught in a mixed-year-group class of Reception and Year 1 pupils. All other pupils in the school apart from Year 6 are organised in three mixed-year-group classes.
- As a result of the removal of a mobile classroom, Year 6 pupils are now educated at a nearby local primary school. All Saints is in a 'soft' federation with this school and the headteacher is the executive headteacher of both schools.
- Over the past two years there have been significant staffing changes due to promotions and maternity leaves.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Eliminate inconsistencies in pupils' progress and ensure all teaching is good or better by:
 - making sure teachers use information about pupils' attainment to plan work that is set at the right level for them during all parts of the lesson
 - increasing teachers' expectations of the quality and level of work produced by pupils, especially in subjects other than English and mathematics
 - providing more opportunities for pupils to apply their literacy and numeracy skills in other subjects
 - ensuring that spelling and other errors in pupils' writing are corrected and pupils have the opportunity to respond to the feedback given to produce better work in future
 - using the most effective and skilled staff to model their best practice for other staff to follow.
- Improve leadership and management by:
 - carrying out regular checks on the impact of teaching on pupils' learning, their progress in lessons and in their written work
 - developing the skills of all staff with leadership responsibilities, so they are able to check pupils' progress and give guidance about how pupils' learning can be improved
 - providing those teachers whose performance is less than good with effective guidance and short-term targets to aim for, so that their performance can rapidly improve.

Inspection judgements

The achievement of pupils requires improvement

- Children join the Early Years Foundation Stage with skills and abilities similar to those found nationally for their age. They settle quickly into a welcoming environment and enjoy the varied opportunities to explore and learn. They quickly adopt good learning habits, such as working with others, and consequently make good progress.
- In 2012, 62% of pupils attained the expected level in the Year 1 phonics screening check. This is slightly above the national average. Years 1 and 2 pupils are eager to read to adults and are able to use their knowledge of letters and the sounds they make, to read unfamiliar words. Good attitudes towards reading continue into Year 6 where pupils say they enjoy books and read regularly at home and school.
- Attainment in reading, writing and mathematics by the end of Year 6 has been broadly average apart from in 2011 when it was above average. As a result of good teaching, attainment in 2013 is expected to rise to above average in all three subjects. In Year 2, following a decline in reading and writing attainment in 2012, standards are expected to rise this year, although remaining broadly average. In mathematics also, attainment is broadly average.
- In other year groups rising attainment is not as evident and progress data shows that in writing and mathematics too few pupils in some year groups make expected or better progress. Work in pupils' books confirms that teachers do not always expect enough of pupils and there are insufficient opportunities provided for pupils to apply their literacy and numeracy skills in other subjects. This means, for example, that pupils are not confident in their use of capital letters and correct punctuation.
- Disabled pupils and those who have special educational needs make progress similar to that of their classmates. It speeds up when work is adapted specifically for their needs, or they have one-to-one support.
- The progress of pupils supported through the pupil premium varies between year groups and subjects. In 2012, Year 6 eligible pupils were approximately 6 months behind other pupils in mathematics but two years ahead in English. This year the funding is being used to provide specific support in mathematics and speech and language, which is helping to accelerate the progress of these pupils.

The quality of teaching requires improvement

- Assessment information is not used well enough by all teachers to ensure that pupils make good progress. Teachers' expectations about the quality and level of work pupils should produce, especially in subjects other than English and mathematics, are not high enough, particularly in Years 3 to 5.
- In a minority of lessons, teachers allow the pace of learning to slow, frequently after a well-paced, brisk start to the lesson. In other lessons, some tasks provided for more-able pupils are too easy, with pupils initially completing the same work as their peers. Although they typically move on to more challenging work, this often does not occur until too late in the lesson.
- A number of good lessons were observed. In these lessons, teaching was well paced and teachers demonstrated expert subject knowledge. A range of teaching methods and resources

were used effectively to engage pupils' interest. Teachers built well on pupils' prior learning as was seen in a religious education lesson for Year 6 pupils, where the teacher successfully encouraged pupils to use their knowledge of symmetry to design Rangoli patterns.

- In the Early Years Foundation Stage good use of practical resources helped children to understand the value of ten in the number 17, for example. Children were delighted as they realised that 17 was one ten and seven units.
- In writing, pupils often receive helpful guidance through teachers' marking. However, in many of the books sampled, the pupils had not responded to this advice, and in too many subjects, including mathematics, the advice is less helpful. Simple spelling, grammar, and punctuation errors are too often left uncorrected.
- Throughout the school there are good working relationships between teachers and teaching assistants. This includes providing effective support to pupils who are receiving additional help in the form of booster programmes or other individual and small-group help. This enables disabled pupils, those pupils who have special educational needs or those pupils benefiting from the pupil premium to make progress in line with their classmates.
- Within the school there are examples of good and better teaching. Opportunities are therefore available to observe best practice and benefit from colleagues' expertise with a view to making all teaching as good as the best.

The behaviour and safety of pupils are good

- Pupils' positive attitudes and their consideration for others reflect the strong Christian ethos of the school. Pupils play their part well in making All Saints a happy community where everyone is valued. Pupils show consideration and support towards each other. For example, older pupils act as 'buddies', setting up games and activities for younger children.
- Pupils' good attitudes towards school start in the Early Years Foundation Stage. In this class, children are happy, settled and develop good levels of independence. Pupils' above-average attendance confirms their enjoyment of school.
- Behaviour around school and in lessons is typically good. Positive strategies, such as the use of stickers or the 'star of the week' award are used effectively. Adults treat pupils respectfully, and this is reciprocated. Staff, parents and pupils agree that almost all pupils behave well.
- Behaviour is good rather than outstanding, because a few pupils dominate practical activities, and do not allow all pupils in the group to take their turn, when lessons are not organised well enough and insufficient resources are provided.
- Pupils say they feel safe in school and all parents who responded to the online questionnaire agreed that their children are kept safe. Pupils have a good understanding of different types of bullying and understand that unkind language is wrong. They say that bullying is not tolerated and when rare incidents do occur they are dealt with swiftly.
- Pupils have a good knowledge of how to keep safe. For example, they speak confidently about fire safety and the risks of speaking to strangers and of taking drugs. They know what is meant by cyber-bullying and how to use the internet safely.

The leadership and management requires improvement

- The school's self evaluation is not accurate, as leaders do not check regularly enough the impact that teaching has on pupils' progress and the quality of work in pupils' books.
- Subject leaders are enthusiastic and want to improve their practice. However, they are still developing their roles and require training so they can effectively make checks, monitor and evaluate provision and outcomes in the areas they lead and take action to raise achievement.
- A detailed system is in place for tracking pupils' progress and the headteacher and governors know where there are strengths and inconsistencies. Meetings have been held to discuss actions to be taken but the headteacher has not rigorously followed up these discussions with further checks. Systems for managing teachers' performance do not have sufficient influence on improving teaching, as targets are not specific enough to meet the development needs of individual teachers.
- Leaders have used the funding for those pupils known to be eligible for the pupil premium effectively. They have improved staffing and support for those pupils who receive it to help them achieve better results in English.
- The school provides a broad range of learning experiences. These include the forest school, a range of extra-curricular clubs, visits and visitors to provide variety and add enjoyment. Pupils' personal development, including spiritual, moral, social and cultural development, is promoted well. Pupils learn to care for others, work well together in class and enjoy taking on extra responsibilities, such as being 'buddies' or eco council members.
- The headteacher and staff have been successful in creating a caring and harmonious learning environment. Staff are proud to be part of the school, and pupils and the majority of parents who returned the online questionnaire are positive about it too.
- The local authority has provided a range of support for this school including support with performance management and an annual report for governors. The local authority officer has worked closely with the governors of this school and the governors of another primary school to set up the 'soft' federation between the two schools.
- **The governance of the school:**
 - The governing body is committed to the school, and has a clear idea of what needs to be done to secure improvement. Governors visit the school to check for themselves how well things are working, including the quality of teaching and learning and the impact of spending, such as pupil premium funding, on the achievement of eligible pupils. As a result, governors are beginning to ask the headteacher more challenging questions about the effectiveness of the school's work, for example why some pupils in Key Stage 2 are making slow progress. They are becoming more aware of their responsibilities regarding teachers' appraisal and performance related pay. Governors ensure that safeguarding arrangements meet national requirements and have a good understanding of the school's finances. They regularly attend training ensuring they are kept aware of current changes in legislation.

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	112900
Local authority	Derbyshire
Inspection number	412019

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Gill Mcgarth
Headteacher	Margaret Hyde
Date of previous school inspection	18 March 2010
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