

# All Saints Church of England Primary School, Stockport

Churchill Street, Heaton Norris, Stockport, Cheshire, SK4 1ND

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils have an exemplary attitude toward learning. They feel very safe in school and have the utmost respect for their teachers, each other and their learning environment.
- Behaviour is excellent and school records show that this is the norm.
- School leaders have worked successfully with parents to improve punctuality and attendance, which is now above the national average.
- Children get off to a successful start in the Early Years Foundation Stage.
- Attainment and achievement in reading, writing and mathematics is improving at Key Stages 1 and 2 and pupils reach broadly average standards.
- The gaps in attainment and achievement of identified pupil groups are swiftly diminishing.
- The quality of teaching is improving. It is now consistently good and some is outstanding.
- Teachers and teaching assistants work well together to make sure tasks set meet the learning needs of all pupils.
- The highly ambitious headteacher is well-supported by school leaders, including governors. He has the skill and determination to lead continued school improvement.
- The school curriculum is enriched by the range of exciting after-school activities and trips provided.
- Pupils' spiritual, moral, social and cultural development is given good attention.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding.
- Teachers do not consistently check that pupils always follow the good advice that teachers' written remarks provide.
- Most-able pupils are not always expected to get on with their next challenge soon enough.
- Systems for checking on the progress of identified pupil groups are not fully developed.

## Information about this inspection

- The inspectors observed 15 parts of lessons, sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, a representative of the local authority and school staff. Parents also spoke informally to the inspector in the Nursery Class.
- Inspectors took account of 37 responses to the on-line questionnaire (Parent View) and responses to the staff questionnaire.
- A range of documents was considered by inspectors, including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding. Inspectors also examined work in pupils’ books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

## Full report

### Information about this school

- All Saints Primary School is slightly smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- Most pupils are from a White British heritage and speak English as their first language. There is an increasing number of pupils joining the school who speak English as an additional language.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to national levels.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding and an even greater proportion of pupils is supported to make better than expected progress by making sure that:
  - teachers check that pupils consistently follow the good guidance that they provide through their marking of work to ensure that pupils learn from their mistakes
  - further opportunities are provided for the most-able pupils to get on with more difficult tasks as soon as possible in each lesson.
- Improve the leadership and management of the school by further developing systems for checking on the progress of groups of pupils so that information is more readily available and can be analysed and quickly acted upon when necessary.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Early Years Foundation Stage with the skills and knowledge well below those typically expected for their age. From their starting points children make good and sometimes outstanding progress across the Nursery and Reception Classes. Due to the excellent teaching and extremely well-planned activities the level of progress is improving year on year. However, reading, writing and mathematical skills often remain a little below those expected when pupils enter Year 1.
- Across the last three years attainment in reading, writing and mathematics at the end of Key Stage 1 has improved and is now broadly average.
- The 2013 national tests for Year 6 pupils also reflect an improving trend, with attainment in reading, writing and mathematics now slightly above national levels.
- More Key Stage 2 pupils than ever before are now reaching the higher levels in reading, writing and mathematics. Even though the school does provide activities that challenge the most-able pupils, there are times when pupils are not expected to get on with them soon enough, which can slow their rate of progress.
- The proportion of pupils that make the progress expected of them across Key Stage 2 in reading, writing and mathematics is now comparable to national levels. In addition an increasing proportion of pupils is now making better than expected progress. This shows a rising trend in the school which was supported by school data and work seen in pupils' books.
- Younger pupils are taught phonics (matching letters to the sounds they make) effectively and the proportion of Year 1 pupils working at the expected level in phonics increased impressively this year. Pupils continue to use their reading skills well as they move up through the school. This is because the school makes sure that pupils read regularly. Furthermore, a range of books is available that pupils have selected themselves and so staff are confident that pupils really want to read them.
- The school provides a good level of support for disabled pupils and those with special educational needs and consequently these pupils are making good progress. Pupils from minority ethnic groups, including those who speak English as an additional language, are supported as the need arises and also make good progress.
- In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals was approximately one year behind that of other Year 6 pupils in reading and mathematics and two terms behind in writing. Although the majority of pupils in this group attained very well compared to their classmates, there were pupils with additional learning needs in the group. Current school data show that pupils eligible for pupil premium funding are making good progress and that gaps between eligible pupils and others are rapidly closing. This confirms the school's commitment to equality of opportunity.

### The quality of teaching is good

- Evidence gathered during the inspection including lesson observations and work in pupils' books, shows that the quality of teaching is typically good and that there are examples of outstanding teaching across the school. The emphasis on raising the quality of teaching has brought about improvements in pupils' progress.
- The teaching of reading, writing and mathematics has been enhanced by developing the subject knowledge of teachers and teaching assistants through training and peer support. Pupils' enthusiasm for learning is further stimulated by the teachers' commitment to including opportunities to learn outdoors when it is feasible.
- Teachers use the school's assessment data to help them plan tasks that provide the correct level of challenge for all pupils. However, there are times when the most-able pupils do not get on with their tasks soon enough.

- In the best lessons staff model what pupils have to achieve and provide appropriate resources to support learning. Adults question pupils carefully to assess learning and deepen understanding and pupils have the opportunity to share their ideas and comment on their work and the work of others.
- All of the above characteristics were evident during a Year 4 literacy lesson. As the pupils were supported so well they were able to recall very quickly all of the features of persuasive writing. They then went on to identify enthusiastically examples of these characteristics in a piece of writing.
- Teachers' marking has improved and is of a good quality. Pupils have opportunities to assess their own work and the work of others. They are also regularly given the time to respond to teachers' comments and are clear about how to improve their work. However, teachers do not always check that pupils follow the good advice in their follow-up work in order to learn from their mistakes.
- Teachers promote English and mathematics skills across other subjects. They are particularly successful in taking opportunities to develop pupils' skills through the use of technology. For example, pupils have produced exciting autobiographies that include digital photographs of themselves and their families. These features enhance the presentation of pupils' written work and help produce a piece of work valued by the author.
- Pupils are taught regularly in small groups. Effective teamwork by teachers and skilled teaching assistants ensures a high level of support for all groups of pupils.

### **The behaviour and safety of pupils are outstanding**

- Staff and pupils say that behaviour is exceptionally good and parents overwhelmingly agree that the school makes sure pupils are well-behaved.
- Pupils really appreciate all of the experiences that the school provides for them, particularly the outdoor learning. They show the utmost respect for adults and each other, are very polite and extremely keen to learn. Behaviour is impeccable in and around the school and records show that this is typical.
- Pupils say they feel very safe in school because they know adults care for them well and children look after each other. Pupils can explain different forms of bullying and the difference between bullying and falling out. Pupils agree that there is no bullying and are confident that staff would quickly and effectively sort out any issues that did occur.
- All Saints provides opportunities for pupils to develop a sense of responsibility. Pupils contribute to the school community by becoming school councillors' and making sure that pupil opinions are heard. For example, councillors are currently putting a case together to persuade the headteacher to provide a bicycle shed. Part of their case is that pupils must pass a test to show that they are proficient before being allowed to ride to school; this shows their awareness of keeping themselves safe and taking sensible risks.
- Pupils are also proud of their fund-raising efforts; they have contributed toward buying equipment for the school playground and decide upon activities they wish to participate in to raise money for charity. For example, pupils recently chose to come to school in their pyjamas to raise money for Children in Need.
- Physical education lessons and the range of after-school activities are valued. Pupils have the opportunity to take part in sports to help them stay healthy and promote well-being. The primary school sports funding grant is being used to pay for support from the local high school. This is set to develop the skills of teachers further, so that pupils' participation in activities can be increased.
- The school, often working closely with the local Children's Centre, has put a great deal of effort into working with parents and developing their valued contribution as partners in their child's education. Together they have worked successfully to improve punctuality and attendance. Attendance is now above average which reflects the pupils' highly positive attitudes to school.

**The leadership and management are good**

- The headteacher has a clear view of how successful the school can be. He is supported well by his senior leaders, staff and governors. The quality of teaching is improving and pupils' attainment and achievement are rising.
- The school's analysis of how well it is doing is accurate because it is based on regular checks on the work that it does. The school improvement plan sets out appropriate actions that will support continued school improvement.
- The school has a system to track pupils' progress. It is used effectively to identify individual pupils that require additional support and as a basis for teachers' lesson-planning. However, it is not yet developed well enough to establish the progress of identified groups of pupils across the school. Consequently, it is sometimes difficult for leaders to assess quickly how effective their actions are in improving standards for these groups.
- Staff are supported by an effective programme of on-going training for teachers and teaching assistants. Regular checks of learning and teaching are undertaken by school leaders, including staff with responsibility for leading on specific subjects. Staff are able to reflect on their own practice because they sometimes video their lessons. Moreover, they continue to develop their skills by learning from each other and the expertise that exists within the school.
- School leaders give particularly good attention to meeting the needs of the most vulnerable pupils. For example, they pay for the services of a speech, language and communication therapist because they are aware that this support is essential to help some pupils fulfil their potential.
- The curriculum is good and supports pupils to achieve well in literacy and numeracy and prepares them for the next stage of their learning successfully. It also provides a range of after-school activities and memorable experiences including a visit to York that builds on pupils' learning about the Vikings in school.
- Pupils' spiritual, moral, social and cultural awareness is well-developed and enriched by a range of opportunities. For example, all Key Stage 2 pupils have the chance to play percussion and brass instruments.
- The local authority provides an appropriate level of support for this good school.
- **The governance of the school:**
  - Governors are supportive of the school. They know its priorities and strengths, including about the quality of teaching. This is because they visit school and receive accurate reports from school leaders. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progression through the pay scale is linked to how effective they are. Governors attend training and are able to challenge school leaders effectively. They are made aware of the progress of pupils eligible for pupil premium funding and can confirm that their spending is effective. The governing body fulfils its statutory duties including making sure that pupils and staff are safe and that budgetary requirements are met.

## 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

<b>Unique reference number</b>	106103
<b>Local authority</b>	Stockport
<b>Inspection number</b>	426104

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Huddart
<b>Headteacher</b>	Jon Roper
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	0161 2857373
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