

All Saints Church of England Primary School

Culcheth Lane, Newton Heath, Manchester, M40 1LS

Inspection dates 29–30 January 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points. An increased proportion of pupils make more than the progress expected of them, particularly in reading and mathematics. Standards at the end of Year 6 are broadly average in reading and mathematics and below average in writing.
- Children make good progress in the Early Years Foundation Stage and the majority achieve a good level of development by the time they leave the Reception class.
- Teaching is good and staff create a very positive working environment, which encourages pupils to make the most of their lessons and to make good progress.
- Information technology is used very effectively by teachers to support learning and to make lessons exciting and fun.
- Pupils' high standards of behaviour in lessons have a significant impact on the good progress that they make. Pupils are attentive and keen to learn, support each other well and respond sensibly and respectfully to teachers and support staff.
- Pupils feel safe in school and are well looked after by staff.
- Senior and middle leaders have accurately identified specific weaknesses in achievement and in teaching. They have put in place well-thought-out plans for improvement which are having a significant impact on raising standards.
- Governors are highly supportive and have a well-informed view of the school's performance. They have worked purposefully with the headteacher to improve the quality of teaching and raise achievement.

It is not yet an outstanding school because

- Pupils' achievement in writing is not yet as good as in reading and mathematics. The proportion of pupils making and exceeding the expected amount of progress is not yet good enough in some classes.
- Not enough teaching is outstanding.
- A few teachers do not check pupils' understanding in lessons regularly enough or address misconceptions clearly in their work.

Information about this inspection

- Inspectors observed 13 lessons or part lessons and a range of small-group sessions in English and mathematics led by support staff.
- Inspectors listened to pupils read in Year 2 and Year 6.
- Meetings were held with groups of pupils, staff, members of the governing body and a representative of the local authority.
- Eight parents responded via the online questionnaire (Parent View) and inspectors took into account the most recent parental survey undertaken by the school. Other parents contacted the inspectors to express their opinions about the school.
- Inspectors reviewed 36 responses from staff to the inspection questionnaire.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data; the school's evaluation of its work; minutes from governing body meetings; safeguarding documentation; reports written by consultants commissioned to analyse areas of the school's performance; information about performance management; monitoring records and the school's improvement plan.
- Pupils discussed their work with inspectors.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Maureen Hints

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average and has risen in recent years. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children of service families and children that are looked after by the local authority.
- The proportion of pupils with special educational needs supported through school action is above average.
- The proportion of pupils with special educational needs supported at school action plus or with a statement of special educational needs is average.
- Most pupils are of White British heritage.
- During term time, the school operates a breakfast club which is managed by the governing body.
- The school meets the government's current floor standards, which set out the government's minimum expectations for pupils' attainment and progress in English and mathematics at 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 by:
 - increasing expectations and the level of challenge in lessons so that all pupils consistently make better than the progress expected in all subjects
 - ensuring that teachers make regular checks on pupils' learning in lessons and give them enough opportunities and support to correct their mistakes.
- Raise achievement in writing so that it matches that in reading and mathematics by:
 - making sure that pupils understand what a high-quality piece of writing consists of and regularly use editing skills in their work
 - ensuring that pupils have enough opportunities to write at length and practise the skills that they have been taught, so that the standard of their writing improves and more pupils exceed the expected amount of progress.

Inspection judgements

The achievement of pupils is good

- There are wide variations each year but, mostly, children enter the Nursery with skills that are well below those expected for their age, especially in communication and language, reading, writing and mathematics.
- By the time pupils leave Year 6, they have reached standards that are broadly average in reading and mathematics but slightly below average in writing. This reflects pupils' consistently very low starting points on entry into school in writing; however, overall it indicates good progress.
- Children make good progress in the Early Years Foundation Stage. By the time they leave the Reception class, the majority have achieved a good level of development.
- The proportion of Year 1 pupils achieving the expected standard in the 2013 national check on how children develop the skills of linking letters with sounds (phonics) was above the national figure.
- Standards at the end of Key Stage 1 had been improving steadily in recent years; however, they dipped in reading, writing and mathematics in 2013. This class entered school with skills that were particularly weak even when compared to other year groups in the school, and despite making good progress from their starting points, the standards they achieved were not as high as in previous years. Because the school has accurately identified support needed for specific groups of pupils, this year their progress has accelerated and they are achieving better than expected progress.
- Reading is promoted well in the school. Pupils have a variety of opportunities to develop their skills in different subjects and through a wide range of activities.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. This is because their needs are identified early and they are given the support needed to progress well.
- The progress made by pupils who are eligible for free school meals and are supported through the pupil premium is very good in reading, writing and mathematics and a significant proportion make better than the progress expected of them. By the time they leave Year 6, pupils supported by the pupil premium have skills which are approximately one term behind those of their classmates in reading and mathematics and two terms behind in writing. They achieve at least as well as their peers nationally.
- In 2013, the proportion of the most able pupils achieving the higher levels at the end of Key Stage 1 was broadly average in reading and writing, but slightly lower in mathematics. By the end of Key Stage 2, the proportion of the most able pupils achieving the higher levels was broadly average in reading but slightly lower in mathematics and writing.
- Previously, the most able pupils have made good progress and almost all pupils have attained the higher levels at the end of Year 6 in English and mathematics. Weaker progress for the most able pupils in writing in 2013 was a result of inadequate teaching in Key Stage 2. The quality of teaching is now good or better and, as a result, the achievement of the most able is improving rapidly in all subjects.
- The quality of teaching that the previous Year 6 pupils had received across the school was not consistently good, and had been inadequate at times. As a result, the standards achieved and progress made by pupils were not good in all subjects. However, school leaders have taken decisive action to improve the quality of teaching in Key Stage 2 and pupils are now making much better than expected progress in both Year 5 and Year 6. Some pupils have made over one year's progress in the last term.
- Results in the new grammar, spelling and punctuation test for Year 6 pupils were broadly average.
- By the end of Year 6, there are no significant differences in the progress and achievement of various groups of pupils. This is evidence of the school's commitment to ensuring equality of

opportunity for all pupils.

The quality of teaching is good

- A significant feature of the good teaching in the school is the calm, purposeful and well-managed learning environment. Pupils are encouraged to work together in groups and pairs as well as individually, and support each other's learning effectively. In all classes, pupils listen to their teachers attentively and apply themselves to a range of activities very quickly, wasting no time at all.
- Teaching is good in the Early Years Foundation Stage. In one lesson in the Nursery class, two of the most able children were being challenged to use their understanding of letter sounds and words to match labels to pictures. The teacher had a wide range of resources of an increasing level of difficulty to make sure that once the children matched the correct label and picture, they were swiftly moved on to harder work. The children enjoyed the activity and also responded well to working in competition with each other.
- Work is well prepared by staff. All of the teaching sessions observed were very well resourced so the pupils had all the equipment that they needed to tackle the activities that they were given. Very good use of information and communication technology in all classes means that teachers are able to use film clips, games and images to hold pupils' attention and to ensure they are excited about learning.
- Pupils benefit from the high number of adults working in each class. This means that groups of pupils are supported well. In a Year 5 mathematics lesson where two teachers were leading the class, both teachers had a well-informed view of pupils' varying needs. As a result, planned activities contained an appropriate level of challenge and were able to support all pupils effectively to make good progress.
- Occasionally, teachers do not check pupils' understanding closely enough. This means that they are not aware soon enough that pupils are making mistakes or have misunderstood the task. In a Year 6 English lesson, pupils were asked to complete a note-writing activity and a piece of writing from the perspective of the prosecution lawyer in the trial of *The Highwayman*. Too many pupils attempted the writing tasks in a story-telling style because they did not understand the activity and because the teacher was focused on supporting one group of pupils. As a result, a large proportion of the class did not meet the aims of the task.
- Pupils' books show that sometimes, when marking work, teachers do not give clear enough instructions or guidance about how to improve work or help with correcting mistakes.

The behaviour and safety of pupils are good

- Behaviour in and around the school is typically good. It is especially commendable in lessons, where pupils have excellent attitudes to learning and settle very quickly to the activities they are presented with. Relationships between pupils and the adults in school are very positive and respectful.
- Pupils say that they think behaviour is not as good at playtime as it is in lesson time but that it is still good overall. This is because the boys sometimes take over the playground for football and the girls do not have enough to do. Inspectors observed playtime arrangements and did see ball games dominating the opportunities for play. However, any small incidents of poor behaviour were very well managed and the playground has been redesigned to encourage different activities as well as ball games. Pupils have opportunities to use a stage and garden area as well as seating away from the football area.
- Most staff and parents also think that behaviour is good. The school maintains detailed records of any incidents of poor behaviour which are monitored by school leaders and governors. The very few incidents that happen are well managed by staff. There have been no exclusions since the last inspection.

- The school's work to keep pupils safe and secure in school is good.
- Pupils feel safe in school and are confident that they are well cared for and supported by all adults. All pupils that inspectors spoke to said that they could approach any adult with a problem and be sure that it would be well dealt with. Pupils speak very highly of their teachers and other adults in school.
- Pupils are aware of the different types of bullying and the ways in which the school works hard to keep them safe.
- Attendance has improved and is broadly average. The school has worked successfully to decrease the number of pupils who are persistent absentees.
- A large number of children attend the breakfast club, which helps them to have a settled and punctual start to the school day.

The leadership and management are good

- Senior and middle leaders all demonstrate commitment to raising achievement and improving the quality of teaching. They have accurately identified areas where progress needs to improve and have put in place well-thought-out plans for improvement which are based on an accurate analysis of the school's current position.
- The headteacher and governors have tackled weaknesses in teaching decisively. Consequently, pupils are now making very rapid progress in all subjects, especially in those year groups where weaker teaching has had a negative effect on the standards reached. Leaders have placed the strongest teachers in the classes where standards have been the lowest and, as a result, pupils in those year groups are all making much better progress than expected.
- Middle leaders are contributing well to improving the quality of teaching through regular and rigorous checks in their areas of responsibility. Some middle leaders have helped to improve the school through mentoring new staff and leading in subject areas that have been a key focus for school improvement.
- Staff morale is good. All adults in the school recognise the role they play and the effect they have on improving the quality of the education that the pupils receive.
- All teachers have performance targets which are clearly linked to improving the quality of teaching and raising pupils' achievement. The school's procedures for monitoring these targets throughout the year are good.
- The curriculum is very well supported by a wide range of trips and visits. Pupils spoke very positively about the way these visits help them to understand their work better and also how events, such as the residential visit to the Isle of Man, help them to develop personal skills like perseverance, tolerance and resilience.
- Pupils' spiritual, moral, social and cultural development is very well supported by the curriculum and by assemblies as well as opportunities to take part in different activities such as dance, drama and music in extra-curricular clubs.
- Clear, focused plans are in place to spend the new sports funding to ensure that all pupils will benefit from an improved quality of training for staff, increased variety of lunchtime activity and better equipment. The most able pupils will also be better supported through being able to compete in advanced tournaments.
- The local authority has provided light-touch support for the school. School leaders have also arranged for training and moderation from a range of different sources to help them to judge accurately the quality of their work. As a result, standards are rising rapidly and the quality of teaching has improved. Safeguarding meets statutory requirements.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and weaknesses. Governors challenge senior leaders about the speed of improvements in the standards pupils reach and how much pupils achieve, as well as the quality of teaching and any underperformance. They check the quality of the school's work regularly at their meetings and have undertaken appropriate training on monitoring achievement delivered by the school's

improvement partner. They understand the link between the performance management of teachers and its impact on raising standards and improving the quality of teaching, as well as pay rewards. Governors completed an analysis of their skills and identified further training needs, which they were then able to meet through additional sessions. They have a good overview of the spending and impact of the pupil premium and sports funding and are committed to ensuring every pupil is given an equal opportunity to succeed. Governors meet all statutory requirements.

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	105505
Local authority	Manchester
Inspection number	440723

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	240
Appropriate authority	The governing body
Chair	Olive Wadsworth
Headteacher	Lorraine Tennant
Date of previous school inspection	11 April 2011
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