

All Saints Church of England Primary School Marple

Brickbridge Road, Marple, Stockport, SK6 7BQ

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- The headteacher provides clear, enthusiastic and determined leadership. She is strongly supported by senior leaders and an effective governing body. Consequently, the quality of teaching and pupils' achievement has improved well since the previous inspection.
- Pupils of all abilities make good progress in reading, writing and mathematics and are well-prepared for the next stage of their education.
- Children make a good start in the Early Years Foundation Stage. They are happy, inquisitive and eager to learn as a result.
- Pupils are polite, hard-working and well-behaved. They feel safe and well cared for.
- The quality of teaching is good. It is sometimes outstanding. Pupils are motivated and engaged by the use of stimulating resources including information and communication technology (ICT), role-play and through real-life problem-solving activities.
- Imaginative homework makes a good contribution to many aspects of pupils' progress.
- Pupils' health and well-being and personal development are promoted well. Exciting themes and visits develop their understanding of themselves and their world. They regularly participate in a range of sporting, artistic and musical activities.

It is not yet an outstanding school because

- Pupils' progress is sometimes not the best it could be because teaching assistants and other adults in the class are not always deployed effectively.
- Occasionally, marking and feedback do not fully contribute to improving pupils' achievement.
- Some subject leaders do not yet have sufficient knowledge of strengths and weaknesses in their areas of responsibility.

Information about this inspection

- The inspectors observed 12 lessons or parts of lessons, including lessons observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at pupils' work and listened to them reading.
- Discussions were held with groups of pupils, the Chair and other members of the Governing Body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 52 responses to Ofsted's on-line questionnaire (Parent View) and the results from the school's own regular consultations.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Clare Nash

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average.
- The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils who receive the pupil premium funding is broadly average. (The pupil premium is additional funding 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.)
- The large majority of pupils are from White British heritage.
- A higher proportion of pupils than usual join the school in year groups other than Reception or leave before Year 6.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher was acting headteacher at the time of the previous inspection and was appointed permanently to the post shortly afterwards. Several teachers are new to the school since the previous inspection.

What does the school need to do to improve further?

- Improve pupils' achievement further through building on the already good quality of teaching by:
 - ensuring that teaching assistants and other adults are better and fully deployed in lessons so that they can help to provide pupils with work that is always hard enough to challenge them
 - making sure that teachers' marking is successful in helping pupils to learn from their mistakes.
- Strengthen leadership and management further by ensuring that all those with responsibility for leading curriculum subjects have good first-hand knowledge of the strengths and weaknesses in their subjects in order to be able to make a full contribution to decisions to improve the work of the school.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally in line with those typical for their age. They make good progress in all areas of learning. In particular, the early stages of reading and numeracy are well-established and provide a strong basis for later learning. Children cooperate well with each other, make decisions and are persistent in their work and play.
- Pupils of all abilities now make good progress through the rest of the school, which is a good improvement in the short time since the last inspection. This is a direct result of sustained development to the quality of teaching and use of assessment.
- There is a generally upward trend in National Curriculum test results at Year 2 and Year 6. However, a few pupils did not make all the progress expected of them in the 2013 tests at Year 6, largely because of specific issues that the school has since tackled. The current Year 6 pupils are working at above expected levels in reading, writing and mathematics.
- Those supported by pupil premium funding achieve well. In 2013 these pupils were about a term behind other pupils in the school in English and mathematics. In many classes, they are working at standards which are similar to and sometimes above those of their peers as a result of effective teaching programmes matched to their needs.
- Most able pupils achieve well and are increasingly working at high levels. They make especially good use of their reading, writing, mathematical and ICT skills in extended homework projects where they plan, organise and research their own work.
- Disabled pupils and those who have special educational needs achieve well. They make particularly good progress in their reading skills which underpins their achievement in other subjects.
- Pupils' reading skills are well-developed. Early readers understand the link between letters and their sounds and pupils of all abilities read with expression and fluency. This is reflected in the high scores they achieve in national tests for these skills at Years 1 and 2. By Year 6, pupils make good use of skimming and scanning in reading non-fiction, have a good understanding of different genres and talk knowledgeably of the writing styles of different authors.
- The quality of pupils' writing has improved well since the last inspection. They now present work well with good attention to handwriting and spelling. The pupils, especially the most able, write with verve and imagination for a wide range of reasons. For example, diary writing from World War One trenches convincingly captures a wide range of emotions, from fear and despair to boredom and excitement.
- Pupils make increasingly good use of mental calculation skills to solve real-life problems. For example, in the Early Years Foundation Stage children make their magic soup by counting, sorting and adding together different beans and recording their results. In Year 6, pupils make very good use of ICT to interrogate data on the Eyam Plaque mathematically, based on marriage and death registers.

The quality of teaching is good

- Pupils are orderly and systematic in their work because classrooms are well-organised and attractive resources are readily available.
- Pupils are ambitious and increasingly aim high. This is the result of teachers' clearly stated high expectations for all pupils. They effectively promote learning qualities such as resilience in their work, which contribute to the pupils' much improved presentation and accuracy in their work.
- The pupils' literacy and numeracy skills are speedily and securely established. Structured ICT programmes, brief, well-planned sessions for learning new skills and regular opportunities to apply them in real-life situations ensure that pupils of all abilities make at least good progress in

reading, writing and mathematics.

- Disabled pupils and those with special educational needs receive strong support for their academic, physical, emotional and social development, based on frequent accurate assessments of their needs. Timely and carefully planned literacy and numeracy sessions improve achievement for pupils who are falling behind or who find it difficult to learn new skills and concepts. Pupils are largely encouraged to be independent and try for themselves.
- The most able pupils also receive English and mathematics sessions which are carefully tailored to providing extended opportunities for them to sharpen their newly acquired skills.
- The vocabulary pupils use in different subjects and their deeper understanding of new ideas is well developed in response to teachers' thoughtful and, often, incisive questioning.
- Pupils have the option of choosing the amount and type of homework they do during the week, providing they meet certain minimum expectations. This not only ensures regular practice of skills, but often leads to pupils choosing to produce work of high quality in a range of subjects.
- Pupils occasionally do not make all the progress they could because teaching assistants and other adults are not always deployed effectively enough. For example, sometimes pupils listen to whole class instructions they already understand, rather than receiving guidance at the next level. Very occasionally, adults are too quick to intervene, especially for less able pupils, rather than encouraging them to try for themselves.
- Marking and feedback, which has generally improved well since the last inspection, is sometimes not effective in boosting pupils' progress further. For example, occasionally the weaknesses or misunderstandings identified through the marking are not tackled in a timely fashion through future work and the same errors occur repeatedly.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The regular short breaks during the morning help pupils stay alert and keen to learn. They work and play well together, showing consideration and responsibility for others.
- Pupils appreciate the need for rules to guide their behaviour because they are involved in setting and maintaining them through their roles on the school and eco-councils. They respond to the good examples and high expectations of adults by taking a pride in their work and keeping the school environment tidy.
- Pupils' attendance is improving well and is currently above average. The school works well with pupils and their families to stem any concerns early and ensure that everyone understands the value of good attendance and punctuality.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree. The senior leadership and the governing body keep parents well-informed about how to keep their children safe through information on the school website and regular newsletters.
- Bullying and racist incidents are rare. There are rigorous procedures to record and tackle any concerns. There have been no recent exclusions. Both parents and pupils feel that on the few occasions unacceptable behaviour occurs, it is managed well by the staff.
- Pupils have a good knowledge of different types of bullying and how to avoid them. They undertake projects on the possible dangers of the Internet and how to use ICT safely.

The leadership and management are good

- The headteacher's enthusiasm, clarity of purpose and determination are central to the school's strong trajectory of improvement. She has quickly developed an effective senior leadership team which is driving forward achievement, especially in English and mathematics. There is a continuous pursuit of high standards in all aspects of the school's work. Staff morale is consequently high and built upon teamwork.
- Senior leaders act as good models for other staff through their own teaching and their skills in

improving the work of others. There are rigorous procedures to measure and analyse pupils' progress and other aspects of the school's work. This is used well to plan for future improvements.

- Leaders for some subjects other than English and mathematics are new to their roles. They do not yet have sufficient knowledge of strengths and weaknesses in their areas of responsibility in order to make a full contribution to school improvement.
- Overall, the impact of the leaders' approach to ensuring equal opportunities for all pupils is reflected in the good progress made by all pupils. There is no discrimination in the school.
- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level.
- The school receives good responsive support from the local authority. Regular visits and detailed reports on the quality of the school's work and provision of training and support for staff and the governing body have contributed well to school improvement.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are extremely well-planned themes built around visits or visitors which form the background to much of pupils' learning. For example, pupils' mathematical, geographical, historical and scientific skills are enhanced in their work around a residential visit to Derbyshire.
- The school makes good use of the new sport development funding to improve teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education and increased participation in clubs and team activities.
- **The governance of the school:**
 - The governing body is led and managed well. It is informed through detailed headteacher's reports, its own regular systematic checks on the school's work and detailed analysis of pupils' progress and other aspects of school's provision. Governors have undertaken a full review of their work to ensure that they meet the school's needs and use their own skills effectively. They ensure that safeguarding requirements are met in full. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. Governors manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on 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	432136

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	Alan Bailey
Headteacher	Helen Morton
Date of previous school inspection	20 February 2013
Telephone number	0161 427 3008
Fax number	Not applicable
Email address	schooladmin@allsaints-pri.stockport.sch.uk

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