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Mrs G Branch
Headteacher
All Saints Church of England Primary School, Stand
Rufford Drive
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Dear Mrs Branch

Short inspection of All Saints Church of England Primary School, Stand

Following my visit to the school on 22 June 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in January 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. There is a very warm welcome as you arrive. As headteacher you have established a leadership team with drive and commitment. They are reflective in their practice and proactive in making changes when necessary. You know your pupils well and how to support the most vulnerable families.

You and your staff have worked effectively to tackle the areas of improvement identified during the last inspection. Leaders regularly monitor the quality of teaching and learning across the school. You have established a culture of professional dialogue, support and challenge between staff. You work closely with other schools and have established robust systems that give teachers the opportunity to attend training, share good practice and check the accuracy of their own assessments. The quality of teaching is improving. Teachers set high expectations for themselves and pupils. Work in books is of a high standard. You have taken steps to ensure that lessons sustain pupils' interests and activities accurately match pupils' ability. Teachers challenge pupils to be the best that they can be. As a result, pupils make strong progress from their starting points.

The vast majority of parents are very supportive and appreciate the care, guidance and support given by you and your staff. Parents spoken to during the inspection, and those who accessed Parent View online, expressed very positive views about the education that their children receive. Parents said that younger pupils settle

quickly and older pupils are supported well as they prepare to move on to the next stages in their education. Parents of pupils who have special educational needs and/or disabilities said that staff know the pupils well. One commented that 'school has made such a difference to our lives as a family'. Parents appreciate the opportunities the pupils have through the wide range of clubs, activities, events, trips and visitors. Your breakfast club is very popular. Parents also appreciate the time you give to listen to any concerns they may have and feel that any issues are dealt with quickly.

Pupils enjoy coming to school and are polite and confident. They speak enthusiastically about the work they are doing, particularly the Tudor topic in Year 4, where the pupils were inventing some very imaginative Tudor potions to cure all manner of illnesses. The younger pupils are looking forward to their visit to Jodrell Bank to enrich their topic work. They speak positively about how staff help them to improve their work. Pupils enjoy the opportunity to apply their skills through extended writing tasks and challenges to solve problems in mathematics. They are proud of their achievements and appreciate the incentives to encourage them, especially the text messages sent to parents to celebrate their achievements. The older pupils take their responsibilities as role models seriously. They feel that this contributes to the positive behaviour in school. They all help each other to work and play together. When asked what was so special about All Saints Primary School, they simply said, 'our smiles, because we always treat each other the way we want to be treated.'

Safeguarding is effective

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff follow procedures appropriately and any concerns are followed up rigorously. Records are detailed and of a high quality. Pupils spoken to during the inspection say that they know how to keep themselves safe, especially when using the internet. Pupils said that if you are worried there is always someone to talk to and they are confident that things will be dealt with swiftly.

Inspection findings

- A key focus for the inspection was to consider pupils' attendance. Most pupils attend school regularly and on time. You have been relentless in your drive to reduce the number of pupils who are persistently absent, particularly disadvantaged pupils and pupils who have special educational needs and/or disabilities. There are a small number of pupils whose complex needs have resulted in them having considerable absences. This is acknowledged by the school and the pupils and their families work closely with your support staff to meet their complex needs.
- You have introduced a number of incentives that are having a positive impact on improving attendance. The breakfast club is very well attended and popular with the pupils. The attendance of disadvantaged pupils has increased considerably and is also improving for pupils who have special educational needs and/or disabilities. This is having a direct impact on the good progress that these pupils

make. You acknowledge that there are still improvements to be made for the progress some pupils make. You work closely with the attendance officer from the local authority to support the most vulnerable families. Leaders robustly follow up when pupils are absent and parents are held to account. You are raising expectations of attendance and, as a result, pupils are making better progress from their starting points.

- Another focus for the inspection was the number of exclusions. There are very specific reasons for the high number of fixed-term exclusions in previous years. Leaders have successfully supported pupils with challenging behaviour in order to meet their individual needs and ensure that they receive the appropriate support. There has been one exclusion during this academic year.
- Pupils spoken to said that there was no bullying in school and very little poor behaviour. Pupils said that if there is any falling-out it is dealt with swiftly. Leaders review the behaviour policy annually to ensure that it meets the needs of the pupils in school. The pupils demonstrate high standards of self-discipline in lessons and as they move around school. The behaviour policy is followed consistently by all staff and sanctions are very effective. Pupils spoken to during the inspection said that 'the thought of getting a red card and missing treat day encourages them to make the right choices about how to behave'. Pupils feel safe at school and said, 'It's a happy place to be.'
- The outcomes for disadvantaged pupils were too low in 2016 across the school. Through rigorous analysis, leaders have accurately identified the barriers to pupils learning and appropriate action has been taken. As a result, an increasing number of disadvantaged children in the Reception Year now reach a good level of development. Teachers' own assessments at the end of Year 6 indicate that a higher number of disadvantaged pupils have reached the same standard expected by other pupils of a similar age nationally. The difference between these pupils and others is diminishing.
- You have changed the way you teach mathematics and provided training for staff. As a result, teaching is consistently effective and accurate. Misconceptions are quickly addressed and pupils are challenged to apply their skills in a variety of activities. Adults use assessments effectively so that they know how to support and challenge the pupils further. Pupils are eager to earn their 'maths passport'. As a result, pupils now make better progress.
- The school's own assessment information shows that the disadvantaged pupils, especially in Year 3, are making rapid progress from their starting points. The difference is diminishing in reading and writing but there is still more work to do in mathematics, particularly in key stage 1.
- There are a higher proportion of pupils with special educational needs, and education, health and care plans, than is typically seen in schools nationally. Leaders ensure that high-quality support is provided for these pupils. Parents spoken to say that they chose your school because of the care and guidance provided by your staff.
- Your dedicated support staff are highly trained to meet specific areas of special educational need. They support pupils effectively in lessons. Adults use high-quality questioning skills to develop pupils' understanding, encourage them to

talk through their ideas and stretch their thinking. As a result, the majority of pupils typically make progress similar to other pupils from their starting points.

- Leaders work closely with a range of outside agencies and professionals to access the highest quality of support. You have developed a strong relationship with the local secondary school for specialist provision and as a result pupils in Year 6 make a smooth transition into Year 7.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they tackle the remaining absence of a small number of disadvantaged pupils and pupils who have special educational needs and/or disabilities, so that they attend school as regularly as other pupils nationally
- they continue to improve rates of progress for disadvantaged pupils, particularly in mathematics in key stage 1.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Manchester, the regional schools commissioner and the director of children's services for Bury. This letter will be published on the Ofsted website.

Yours sincerely

Amanda Stringer
Her Majesty's Inspector

Information about the inspection

During this short inspection, I met with, you your deputy headteacher, your assistant deputy headteacher and members of your leadership team. I also met four members of the governing body and a representative from the local authority. I conducted a learning walk with you and had the opportunity to speak to pupils and see their work. I also listened to a number of pupils read. I met with a group of pupils during the day, spoke with several parents at the school gates and took account of 11 free-text comments. There were 21 responses to Parent View, the Ofsted online questionnaire for parents. I scrutinised your assessment information, school improvement planning, the single central record and other safeguarding procedures and practices.