

Inspection of Clayton-le-Moors All Saints' Church of England Primary School

Church Street, Clayton-le-Moors, Accrington, Lancashire BB5 5HT

Inspection dates: 26–27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Leaders, staff and governors are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders put pupils at the centre of everything they do. They have high expectations for all pupils to succeed. Pupils thrive in the nurturing learning environment that leaders have created. They feel safe and happy and enjoy coming to school. Parents and carers feel valued as important members of the All Saints' family.

Pupils conduct themselves well around school. They are extremely polite and well mannered. Pupils have a positive attitude to learning and achieve well. Pupils understand the different forms that bullying can take. They are confident that should it occur it would be dealt with quickly by staff.

Pupils are prepared well for the future. They hold positions of responsibility in school. As pupil ambassadors, pupils contribute positively to the life of the school through the decisions that they make. For example, to help pupils settle quickly into school, every child has an older pupil who acts as a 'guardian angel'. They help them throughout the year and watch them grow in confidence.

Pupils talked enthusiastically about the many clubs and activities that they can be part of, especially the opportunities to learn outdoors. Visitors to school enrich experiences for pupils. They broaden pupils' understanding of other countries, cultures and beliefs in the world around them.

What does the school do well and what does it need to do better?

Leaders have redesigned the curriculum. They have identified the knowledge that they want pupils to have at key points across the school. Curriculum plans develop pupils' knowledge and skills in a logical order. Teachers work together to share their ideas and expertise. This is particularly helpful for staff new to teaching. In most subjects, teachers check what pupils know and understand and use this information to plan what pupils will learn next. As a result, most pupils achieve well by the time they leave Year 6, including pupils with SEND.

In Reception, training for staff ensures that they understand how young children learn. As a result, the curriculum has been designed well to meet the needs of the youngest children. Teachers build on what children need to know next. Teachers adapt their planning to ensure that children with SEND can access all areas of the early years curriculum. No one is left out.

In the early years, teachers develop children's early mathematical knowledge and language and communication skills well. Children consolidate their knowledge, skills and understanding through a range of practical activities, including the outdoor area. Trips into the local community further enhance children's understanding of the world around them. The nurturing environment leaders have created supports

children's independence effectively. Most children start Year 1 with the skills and knowledge they need to succeed.

Most pupils achieve well in reading by the end of Year 6. Pupils told us that reading is 'amazing'. They know how some authors use descriptive language to bring characters to life. Strong reading habits begin in the early years. Leaders waste no time in ensuring that children are taught phonics from the moment that they begin school. Teachers ensure that the books pupils read match the sounds that they are learning. Those who struggle receive help to catch up quickly. As a result, most pupils reach the expected standard in the phonics screening check at the end of Year 1. Leaders prioritise developing pupils' vocabulary well. Pupils apply their new vocabulary knowledge to support learning in other curriculum subjects.

The mathematics curriculum is well designed. However, some teachers move through the agreed curriculum too quickly. They do not ensure that pupils understand mathematical concepts securely before moving on. This means that some pupils have gaps in their knowledge and understanding. As a result, pupils are not always confident mathematicians. Leaders have identified this concern and they are taking action to address this issue. However, it is too early to measure the full impact of their work.

In most subjects, teachers' planning builds on pupils' prior knowledge. This enables pupils to apply what they know to new learning. As a result, pupils achieve well across most curriculum areas. In geography, older pupils explained how they use their knowledge and skills to research the impact of climate change on countries around the world. Pupils are particularly passionate about improving the way that we treat our planet. In art, pupils practise and develop their skills effectively across a range of different mediums. However, in history, some pupils struggle to remember what they have learned previously. The curriculum for history is in its infancy. Leaders have plans in place to ensure that teachers have the knowledge they need to build progressively on what pupils know and remember over time in this subject.

Pupils' personal development is exemplary. The school's Christian values remind pupils of how to treat people with respect, understanding and kindness. Pupils are extremely proud of the work that they do to support other children across the world. Leaders have established links with members from other cultural and religious groups to enrich pupils' understanding further. Pupils enjoy representing the school in a wide range of activities and events. For example, pupils enjoy performing with the choir at the Christmas lights 'switch-on', and the many sporting competitions that they take part in.

Governors have the knowledge, skills and understanding that they need to challenge leaders. They hold leaders to account for the quality of education the school provides. Governors support staff well, including those staff new to teaching. Governors are proud to be part of this school, which is at the heart of the community.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority within the school. All adults in school undergo relevant checks to ensure that they are suitable to work with pupils. Staff are well trained in safeguarding procedures. This enables them to quickly recognise the signs of any potential risk. Records relating to safeguarding are detailed and are well maintained. Leaders work together with other agencies to ensure that vulnerable pupils and their families get the timely support that they need.

Pupils are taught how to keep themselves safe. Leaders work with national charities and the local police community support officer to ensure that pupils know how to keep themselves safe in a variety of situations. Leaders share advice and information with parents, so they know how to keep their children safe at home when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In mathematics, some teachers move too quickly through the curriculum without checking that pupils have understood new ideas. This means that some pupils do not have a secure understanding of mathematical concepts. Leaders need to ensure that teachers check that pupils have a secure understanding of what is taught before they move on to the new learning.
- Most subjects are planned and sequenced well. Teachers build effectively on what pupils already know. However, in history the curriculum is not as well developed as in other subjects. Some pupils do not remember key knowledge. Leaders need to ensure that teachers build progressively on what pupils know and can do to enable them to achieve well in this subject.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137641
Local authority	Lancashire
Inspection number	10110520
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	Board of trustees
Chair of governing body	Linda Turner
Headteacher	Nicola Saporita-Clark
Website	www.allsaints-clm.lancs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is the school's first inspection since becoming an academy in November 2011.
- There has been considerable staff turnover in recent years, including at senior leadership level.
- A new headteacher has been appointed recently.
- The school has a before- and after-school club, which is managed by the governors.
- The school had its most recent section 48 inspection, undertaken by the Diocese of Blackburn, in November 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During the inspection, we spoke with pupils about their work and school life. We spoke with the chair of governors, three members of the governing body, the

headteacher, subject leaders and members of staff. We also spoke with a representative from the local authority.

- We considered the 35 responses to Ofsted Parent View, Ofsted’s online questionnaire, and comments from parents sent to us during the inspection. We also spoke with parents at the start of the school day. We considered the 27 responses from the online staff survey and the 25 responses to the pupils’ survey.
- During the inspection we reviewed a range of documentation, including curriculum plans and plans for further school improvement. We also scrutinised a range of documentation relating to behaviour and safeguarding.
- We considered a range of curriculum subjects including reading, mathematics, geography, science, history and art. We held discussions with subject leaders, visited lessons, reviewed pupils’ work, talked with teachers and talked with pupils about their learning. We also listened to pupils read.

Inspection team

Amanda Stringer, lead inspector

Her Majesty’s Inspector

Ian Young

Ofsted Inspector

Jane Holmes

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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