

Inspection of a good school: All Saints Church of England Primary School Marple

Brickbridge Road, Marple, Stockport, Cheshire SK6 7BQ

Inspection dates:

1 and 2 March 2023

Outcome

All Saints Church of England Primary School Marple continues to be a good school.

What is it like to attend this school?

Pupils, and children in the early years, feel happy and safe in school. They are proud to be a part of All Saints Church of England Primary School. The new school Christian values are quickly becoming part of school life. For example, pupils learn about 'courageous determination' through knowing more about the actions of key historical figures.

Leaders have high expectations of all pupils. Staff set out and model these expectations clearly. Pupils behave well. They take pride in their work, try hard and focus on their learning. Pupils, including those pupils with special educational needs and/or disabilities (SEND) achieve well across the range of subjects.

Any occurrences of bullying are dealt with swiftly and effectively by staff. Pupils are welcoming and accepting of people's differences. Some pupils explained to the inspector that nobody feels left out.

Pupils relish the opportunity to have their voices heard in school parliament or to act as a Year 6 buddy to children in the Reception class. Older pupils act as positive role models for their younger peers. Pupils and children of all ages enjoy spending time in, and respect the sanctuary of, the spirituality garden.

Pupils value their time spent playing in the junk yard and using their problem-solving skills. They are keen to participate in the many sporting extra-curricular activities available to them such as football, golf and dance.

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

Leaders have designed a broad and balanced curriculum that begins in the early years. In most subjects, the curriculum is ordered logically. This helps pupils to link new ideas with learning that they have covered previously. However, in a minority of subjects, leaders have not considered carefully enough the order in which some aspects of the curriculum

are delivered. As a result, some pupils are not able to build securely on previous learning and make links with what they know already.

Teachers use their strong subject knowledge to design learning well and present new ideas with clarity. Staff are equipped suitably to check on pupils' understanding of important concepts. For the most part, teachers identify pupils' misconceptions and address them swiftly. However, in a small number of subjects, some staff do not use assessment strategies effectively to help pupils to embed and consolidate existing learning.

There is a well-established culture of reading in the school. Teachers and pupils, including children in the early years, share a love of reading. Pupils in key stage 2 can read fluently. They recognise the value of reading widely. Those pupils who struggle with reading receive appropriate support to help them catch up quickly.

Leaders have ensured that there is a systematic approach to the teaching of phonics that begins as soon as the children start school in the Reception Year. The books that pupils read match the sounds that they know. This means that they can read with accuracy and their confidence in reading improves over time. Staff use assessment strategies effectively to check that pupils remember the sounds that they have learned. Those pupils who are in danger of falling behind receive appropriate support. Leaders ensure that staff benefit from frequent training and coaching so that they can deliver the phonics programme with confidence.

Pupils benefit from many opportunities to understand the world around them. Leaders afford pupils many different responsibilities such as being a corridor monitor. Pupils fulfil these roles sensibly. The personal, social and health education curriculum covers an age-appropriate range of topics that helps to prepare pupils for life in modern Britain. For example, children in the early years learn about the difference between right and wrong and this helps them to make suitable choices about their behaviour.

Staff set out clear routines for children in the early years to follow. Leaders have clear expectations of pupils' behaviour. In the main, pupils behave well in lessons and they listen attentively to staff. Learning is rarely disrupted by poor behaviour.

Leaders ensure that staff are equipped well to quickly identify the additional needs of pupils with SEND. Staff ensure that these pupils receive appropriate support. Pupils with SEND are fully involved in school activities. They are prepared successfully for the next stage of their education.

Staff are happy working at the school. They told the inspector that they feel valued by leaders and governors. Leaders consider the impact of their decisions on staff workload before they introduce any new initiatives. Staff are proud to be members of the team at All Saints. Those responsible for governance carry out their roles effectively. They have a clear oversight of the school's strengths and those aspects that leaders want to develop further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have rigorous procedures in place to safeguard pupils. Leaders keep detailed records and they work effectively with external agencies. This helps leaders to secure the help that some pupils and their families may need.

Staff are aware of their safeguarding responsibilities. They receive regular safeguarding training and briefings. They know how to recognise and report potential signs of harm.

Pupils know how to keep themselves safe in a range of situations. They have a clear understanding of how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- From time to time, in a small number of subjects, some teachers do not use assessment strategies well to help pupils to embed important prior knowledge. This means that some pupils struggle to recall some aspects of earlier learning. Leaders should ensure that teachers are equipped well to use assessment strategies to help pupils to revisit, consolidate and embed prior knowledge.
- In a minority of subjects, leaders have not considered carefully enough the order in which some aspects of the curriculum are delivered. As a result, some pupils are not able to build securely on previous learning and make links with what they know already. Leaders should ensure that they finalise their curriculum thinking in these subjects so that teachers are clear about what pupils should learn and when this content should be taught.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

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 information from Ofsted Parent View 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.

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	106102
Local authority	Stockport
Inspection number	10256221
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Alan Bailey
Headteachers	Helen Morton and Kate Noble
Website	www.allsaints-pri.stockport.sch.uk
Date of previous inspection	11 January 2018, under section 8 of the Education Act 2005

Information about this school

- There has been a recent change to the school's leadership structure. One of the assistant headteachers is now acting co-headteacher.
- The school is a voluntary controlled Church of England school. Its most recent section 48 inspection took place in October 2017.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspector spoke with the co-headteachers and a number of other staff.
- The inspector met with representatives of the governing body and held a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives in early reading, physical education and mathematics. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work.

- The inspector also spoke to leaders about the curriculum and assessment in some other subjects.
- The inspector spoke to leaders about safeguarding and reviewed a range of documentation. She also spoke to staff about their knowledge of safeguarding.
- The inspector observed pupil behaviour at social times. The inspector spoke with parents and carers to gather their views about the school.
- The inspector observed pupils in key stage 1 and 2 read to a familiar adult.
- The inspector considered the responses to Ofsted's staff and pupil surveys.
- The inspector also considered the views of parents on Ofsted Parent View, including the free-text responses.

Inspection team

Jenny Jones, lead inspector

His Majesty's Inspector

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