

# Inspection of a good school: All Saints Church of England Primary School, Stand

Rufford Drive, Whitefield, Manchester M45 8PL

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Inspection dates:

21 and 22 March 2023

## Outcome

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

## What is it like to attend this school?

Pupils, including children in the early years, enjoy their time at this school. The cheerful greetings that they receive from kind and caring staff at the start of each school day help them to feel at ease, safe, and ready to learn.

Leaders, staff and governors want all pupils to succeed academically. Most pupils live up to these high expectations and achieve well across a range of subjects. High-quality displays around the school and in classrooms bring many aspects of the curriculum to life.

Pupils, including those with special educational needs and/or disabilities (SEND), make friends easily because they care about each other. At breaktimes, they play happily with their friends in the well-resourced outdoor play area.

Pupils understand that leaders and staff expect them to behave well and most do. They are polite and they move around the school in an orderly manner. Pupils feel confident that staff will listen to them if they have any worries or concerns. Leaders act quickly to resolve any issues about bullying.

There is an array of extra-curricular opportunities to allow pupils to pursue their interests and talents. For example, pupils enjoy developing their musical skills as members of the school choir and their sporting abilities through their attendance at football and netball clubs.

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

Leaders, governors and staff have designed an ambitious curriculum, which meets the needs of pupils, including children in the early years. Pupils learn the full range of subjects outlined in the national curriculum.

Many subjects have been ordered logically by leaders. They have thought carefully about the essential knowledge and skills that they want pupils to learn from the early years

through to key stage 1 and beyond. Leaders have carefully considered the subject-specific vocabulary that they want pupils to acquire as they move through the school. Teachers and teaching assistants access suitable training in different subjects to keep their knowledge and skills fresh and up to date.

In some subjects, leaders monitor their areas of responsibility effectively. This helps them to ensure that the intended curriculum is being taught in practice and that pupils are achieving well. However, leaders monitoring arrangements for a small number of subjects are not as well developed. This means that leaders do not have a secure understanding of the support that some staff need to deliver learning as well in these subjects.

In lessons, staff explain new learning clearly. They make effective use of assessment strategies, such as questioning, to make sure that pupils, including those with SEND, have understood what is being taught. For the most part, pupils can recall prior and current learning in subjects, such as mathematics and geography.

Pupils are beginning to understand that their knowledge in one subject can support their learning in another. For example, in geography, pupils used their mathematical knowledge to create a bar chart and line graph. These charts helped pupils to make comparisons between the temperatures of the Sahara Desert and Manchester. Most pupils concentrate well in class and work hard. Learning is rarely disrupted by poor behaviour.

The teaching of reading is given a high profile by leaders and this starts in the early years. Well-trained staff deliver the school's phonics programme effectively. For example, staff make effective use of their voices and body language to make phonics lessons engaging and fun. Pupils, including those with SEND, read books that are closely matched to the sounds and words that they know. Leaders ensure that well-targeted support from staff is provided for those pupils who are struggling to read. Most pupils read regularly at home with their parents and carers.

Pupils with SEND, including those in the early years, have their needs identified quickly by staff. Skilled staff make appropriate adaptations to the curriculum, so that these pupils can learn alongside their friends in class. Pupils with SEND take part in all that the school has to offer.

Pupils are becoming responsible citizens. For example, they are keen to raise money for charitable causes. Pupils are tolerant and respectful of others. They understand and appreciate differences, such as families that are different to their own. Pupils recognise the importance of eating a balanced diet and taking regular exercise to keep themselves healthy. Pupils' mental health and emotional needs are met well by staff. However, opportunities for pupils to develop their leadership skills and contribute to leaders' decision-making are more limited.

Governors know the school well. They act as a critical friend, offering support and challenge in equal measure for all aspects of leaders' work.

Staff thoroughly enjoy working at the school. They appreciate that school leaders are mindful of their workload and well-being. Most parents hold the school in high regard.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recognise that everyone has a duty to ensure that pupils are kept safe. Leaders, staff and governors are trained well in safeguarding procedures and they understand their responsibilities. Staff are alert to the signs of harm, abuse and neglect. They know the procedures that they must follow if they are concerned about a pupil's welfare.

Leaders ensure that vulnerable families are supported appropriately by staff and other agencies. Through the curriculum, pupils are taught to keep themselves safe. For instance, they understand what it means to be a good friend and how to keep themselves safe when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few subjects, leaders have not checked sufficiently well that curriculums are being delivered effectively by staff. This hampers leaders in providing appropriate support for some teachers to deliver certain aspects of curriculum content well. Leaders should ensure that, in these subjects, curriculums are being delivered effectively in practice and that staff receive appropriate support to deliver aspects of curriculums when needed.
- There are not enough opportunities for some pupils to take on leadership responsibilities within the school. This hinders some of these pupils in developing as active citizens and being as well prepared to play their part in public life. Leaders should ensure that pupils are provided with more opportunities to act as leaders and contribute to decision-making within the school to further promote their personal development.

## 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 second ungraded inspection since we judged the school to be good in January 2013.

## 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

<b>Unique reference number</b>	105325
<b>Local authority</b>	Bury
<b>Inspection number</b>	10240676
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John McGrath
<b>Headteacher</b>	Gail Branch
<b>Website</b>	<a href="http://www.allsaintscoepswhitefield.co.uk">www.allsaintscoepswhitefield.co.uk</a>
<b>Date of previous inspection</b>	22 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new chair of governors has been appointed.
- Leaders do not make any use of alternative provision.
- The school is an Anglican school. The school's last section 48 inspection was carried out in January 2020.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- The inspector held meetings with governors, the headteacher and other staff.
- The inspector held a telephone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and with some pupils about their

learning. She also looked at a sample of pupils' work. The inspector listened to pupils read with a familiar adult. She also discussed the curriculum with leaders in some other subjects.

- The inspector scrutinised a range of documentation, including that relating to safeguarding. She spoke to staff about safeguarding, their workload and well-being.
- She observed behaviour as pupils moved around the school, in class, in the dinner hall and outdoor play area.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. The inspector spoke with parents as they brought their children to school at the start of the school day. She also took account of the responses to Ofsted's online questionnaires for staff and pupils.

### **Inspection team**

Sheila Iwaskow, lead inspector

His Majesty's Inspector

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