



# Holy Cross and All Saints RC Primary School

## Inspection Report

**Unique Reference Number** 105952  
**LEA** Salford  
**Inspection number** 277450  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Mrs Anna Dawson CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Trafford Road
<b>School category</b>	Voluntary aided		Eccles
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M30 0JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 789 4386
<b>Number on roll</b>	235	<b>Fax number</b>	0161 789 6054
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev. Ryan
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mr Vincent Sheedy

Age group	Inspection dates	Inspection number
3 to 11	10 October 2005 - 11 October 2005	277450

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average sized Catholic primary school situated in Barton-upon-Irwell, an urban district about three miles from the town of Eccles. Most pupils live in the area surrounding the school, where there are above average levels of social and economic deprivation. The proportion of pupils entitled to free school meals is above average. There is a below average proportion of pupils with learning difficulties and/or disabilities. Almost all pupils are of white British heritage, with a small proportion of pupils from minority ethnic backgrounds who are learning English. The home languages are mainly from European or Asian countries. At the time of the inspection, there were 235 pupils on roll, which includes 27 full-time nursery children. The overall attainments of the majority of nursery children are well below average when they start school. The deputy headteacher is leading the school for this term during the headteacher's temporary secondment to another school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features and the inspectors agree with the school's self-evaluation that it provides a good education. All pupils benefit equally from the good quality of teaching. Pupils' personal development is outstanding. The pupils enjoy school greatly because their lessons are well planned, fun and interesting. Pupils' behaviour is exemplary. There is good provision in the Foundation Stage. Most children start in the nursery with poor language and social skills and overall attainments that are well below average. They make good progress in most areas of learning by the time they reach the end of their reception year. Progress is not as good in communication, language and literacy because there is insufficient emphasis placed on developing children's speaking skills. Throughout Key Stages 1 and 2, pupils work hard and make good progress to attain above average standards in English, mathematics and science by the time they leave school. The needs of all pupils are consistently met. Pupils are cared for extremely well. They feel valued and secure. The school is well led and managed overall. The headteacher provides outstanding leadership. The staff and governors give good support to ensure that the school moves forward to reach its goals within its Christian framework. Morale among the staff is high and no one is complacent. They work together very well as a team within a clear management structure and receive good professional development. The school is well thought of in the community and parents are highly appreciative of the education their children receive. The school has improved well since the last inspection and has good capacity to succeed further. It gives good value for money.

### **What the school should do to improve further**

- Improve achievement in communication, language and literacy in the Foundation Stage by placing greater emphasis on the development of spoken language.

## **Achievement and standards**

### **Grade: 2**

The school's evaluation that pupils make good progress is accurate. Children in the nursery and reception classes make good progress in most areas of learning. Progress is not as good overall in communication, language and literacy because there is insufficient emphasis placed on the development of children's spoken language. By the end of their reception year, approximately two thirds achieve the expected standards in most areas of their learning but fewer achieve that standard in communication and language skills. This tends to contribute to pupils' relative lower attainment in writing by the end of Key Stage 1.

From Year 1 to the end of Year 2, the pupils make good progress in reading, writing and mathematics. Nearly all pupils attain the expected national standards by the end of the Key Stage. However, standards are lower in writing than in reading and mathematics. Pupils continue to make similar progress overall in Key Stage 2. However, progress tends to accelerate more rapidly in Year 6, as a result of outstanding teaching.

By the end of Key Stage 2, nearly all pupils attain above average standards in English, mathematics and science. In 2005, test results dipped in science. Despite the vast majority of pupils attaining the expected standard, fewer pupils attained the higher level (Level 5). This was because pupils lost some continuity in learning. However, evidence indicates the current Year 6 pupils are on course to attain above average standards in science. Boys and girls do equally well. Pupils with learning difficulties and/or disabilities, and those learning English as a new language, make good progress because of the effective support they receive. Pupils from minority ethnic groups also achieve well, making similar progress to other pupils. Teachers assess pupils' standards accurately and as a result the targets they set for them are realistic, challenging and, for the most part, achieved.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development and well-being are outstanding. Their spiritual awareness is extremely well nurtured through religious education lessons and the very good links between the school and the parish. The excellent way in which the school promotes children's moral education and their social awareness, ensures that they behave impeccably, establish very positive relationships and demonstrate much enjoyment in their learning. As a result of the excellent links forged with schools from other countries, and the wide range of experiences offered to children to learn about different ways of life, their cultural development is good. Children are very aware of the benefits of a healthy lifestyle and practice healthy eating. They know how to keep safe, for example, they understand and follow safe procedures for using the internet. The school council offers pupils good opportunities for practising democracy. Members of the council and other Year 6 children take great pride in their responsibilities for routine jobs around the school and for caring for younger children through the 'buddy' scheme and when it is wet at playtimes. Children's sense of contributing to school life was considerable when they recently initiated improvements to the playground and to the range of play equipment on offer to them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. There is some outstanding teaching in Year 6, which contributes significantly to the above average standards attained by the pupils in national tests. In many lessons teachers plan meticulously, basing the tasks they set on rigorous day-to-day assessments. They make learning exciting by setting the pupils interesting and challenging activities and use resources creatively to engage them and to clarify their learning. The basic skills of reading, writing, number and information and communication technology (ICT) are taught well, which provide pupils with good life skills. However, although teaching in the nursery and reception classes is generally good, staff do not provide children, especially the more able, with

sufficient opportunities to respond to questions at length or to talk more fully about their work. This means that their progress in this area of their development is not as good as in other areas of their learning. Relationships between staff and pupils are very positive and this greatly encourages those pupils who are more vulnerable than normal and those who find learning difficult, to persevere with and to enjoy their work. Sensitive support for pupils with learning difficulties and/or disabilities and the effective planning of their work, ensure that they make good progress in meeting the targets set for them. Pupils whose first language is not English quickly learn the language as a result of the good support they receive from school staff.

## **Curriculum and other activities**

### **Grade: 2**

Children in the nursery and reception enjoy a wide range of well planned activities and learning experiences. The curriculum meets all statutory requirements and effectively promotes pupils' learning of basic literacy, numeracy and ICT skills. There is good provision for pupils with learning difficulties and/or disabilities. Pupils learning English as an additional language are also well provided for and receive good support. There is good provision for the development of pupils' personal and social skills. 'Circle time' provides the opportunity for pupils to discuss social and personal matters that concern them, so contributing effectively to pupils' personal development. Although pupils gain good life skills, they have less understanding of the world of work. Pupils report that they do 'fun things but learn as well'. They enjoy well planned activities such as mathematics games and drama activities in English. Pupils, particularly those with talents, have the opportunity to follow their interests in sport, music reading and drama. In a wider context, as part of their European 'Comenius' funded Project, the pupils link with children from other schools in, for example, Ireland, Italy and Belgium. These contacts with European schools contribute very well to pupils' cultural and social development.

## **Care, guidance and support**

### **Grade: 1**

The excellent care and support provided for pupils contributes extremely well to their outstanding personal development and well-being. Very secure procedures, such as those for child protection, exist to ensure that pupils are safe, and very well looked after. There are very good arrangements to ensure the smooth transfer of pupils into the school and to the next stage of their education. Pupils look out for each other, in and around the school, making sure that everyone is included in playground activities or has someone to chat with. Parents are extremely happy with care arrangements. One parent stated that her son who finds reading, writing and spelling difficult, had made excellent progress in these areas as a result of the wonderful care and support provided by the staff. Neither the parents nor the pupils report concerns about any form of harassment. There are comprehensive and very effective systems for ensuring that pupils make good progress in their work and in their personal development. These

contribute well to teachers' ability to set work in lessons, which closely matches pupils' needs.

## **Leadership and management**

### **Grade: 2**

The inspectors agree that overall the quality of leadership and management is good. However, they feel that the headteacher has understated the strength of his leadership, which is outstanding. He is an extremely dynamic and pragmatic leader who works tirelessly to ensure the best possible provision for the school and staff. The headteacher has the full confidence of the staff and the school community and is constantly seeking ways of improving standards. He is very ably supported by the deputy headteacher who has confidently taken on the leadership of the school during the headteacher's temporary secondment to another school. Parents are very supportive of the senior management and say they feel fully involved in the life and work of the school. The governing body is well informed; they challenge and support the school. There is good financial management. The school has good plans in place to resolve a deficit budget incurred through long-term staff absence. Statutory requirements are met.

Because the school's self-evaluation procedures are rigorous, senior managers, governors and teaching staff are in a good position to identify the school's main strengths and areas for improvement. Several awards, such as the Investors in People Award (IIP) and the North West Excellence Achievement Award, have been catalysts in helping the senior management and subject leaders evaluate and improve their own performance. Results of national tests in English, mathematics and science are carefully analysed to identify weaknesses in pupils' performance and subsequent action ensures improvement. The staff work well together towards the aims and targets set for school development. The continuing professional development for teachers is very well established. Teachers keep up to date with new initiatives and continually enhance their teaching skills. The monitoring of teaching is thorough and helps to improve the quality of teaching and learning; for example, there is a good focus on the development of language skills in the nursery and reception classes.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

The inspectors enjoyed visiting your school. We were made to feel very welcome. Thank you for talking to us and showing us how well you work. It was really interesting to listen to what you had to say. We think you have a good school and your school is a happy place to learn.

We particularly liked:

- that your headteacher leads the school exceptionally well. He works very well with the deputy headteacher and staff to constantly improve the school
- the teachers work extremely hard to make your lessons fun and enjoyable
- your exceptionally good behaviour and that you all enjoy school, work hard and look after one another
- that you are all extremely well cared for.

We have asked your teachers to help the very youngest children in the nursery and reception classes to improve their speaking skills to make your school even better.

Thank you so much for helping us while we were inspecting your school. We hope that you will continue to work hard and help the teachers to make Holy Cross and All Saints an even better school.