



All Saints Catholic Primary School

Inspection Report

Unique Reference Number 112900
Local Authority DERBYSHIRE
Inspection number 279052
Inspection dates 27–28 September 2006
Reporting inspector Jane Melbourne HMI

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

Type of school	Primary	School address	Church Street Old Glossop, Old Glossop Glossop, Derbyshire SK13 7RJ
School category	Voluntary controlled	Telephone number	01457852756
Age range of pupils	4–11	Fax number	01457 852756
Gender of pupils	Mixed	Headteacher	Mrs Margaret Hyde
Number on roll (school)	96	Date of previous school inspection	7 February 2000
Appropriate authority	The local authority		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The school is a smaller than average primary school in the north Derbyshire village of Old Glossop. It has four classrooms and the premises have recently undergone significant extension and refurbishment. There is a separately run pre-school on site, with which the school has close links. Most pupils are of White British origin, although a small proportion comes from other backgrounds and speak English as an additional language. Attainment on entry is broadly average with a significantly lower than average percentage of pupils with learning difficulties and disabilities.

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 where pupils enjoy their education and leave well prepared for their future. It is an extremely happy place to be and one in which pupils' personal development is outstanding. Pupils try hard with their work, identify what they do not understand and communicate confidently with adults and each other. They are well behaved, understand how to be a responsible member of the school community and know about keeping themselves healthy and safe. They rightfully recognise that they are able to get on with their learning because everyone tries hard to concentrate and behaves very well. Pupils of all ages are able to share their views, which are valued as being important, and the older pupils demonstrate genuine concern for those younger than themselves, or who are in need of additional support. The good curriculum is enhanced by many clubs and activities after school that contribute to harnessing pupils' interests and skills. This provision impacts positively on raising their confidence and their contribution in lessons. The curriculum is not yet monitored sufficiently rigorously to identify shortcomings or sustain improvement in all subjects. For example, pupils with musical interests have fewer opportunities to develop their skills than those with sporting talents. Predominantly good teaching ensures that standards are above average and most pupils, including those with learning difficulties and disabilities are well supported, achieve well and make good progress. Pupils at the end of the Foundation Stage meet or exceed the goals in all areas of learning, even if they come into school with skills and knowledge that are below average. Teachers use assessment data to track pupils' progress and identify those in need of additional support. These interventions successfully lead to most pupils meeting or exceeding their targets at the end of both key stages. However, a small number of pupils in Key Stage 2 who are capable of achieving higher levels do not do so. The school is rightly reviewing methods of teaching and learning to improve this position and ensure that each child reaches the levels of which they are capable. It recognises that some pupils last year were extremely close to achieving a higher level than they did and teachers are not complacent. They are taking appropriate action to help this year's pupils achieve better results. The school provides good value for money. Good leadership and management ensure that all staff have an accurate view of the school's effectiveness and that equality of opportunity for pupils is promoted effectively. However, despite their excellent day-to-day involvement in the school, governors do not monitor the school's performance robustly enough. As a result they do not provide the school with an independent perspective on standards, pupils' progress and the curriculum or initiate the setting of challenging targets for the school. Nevertheless the governing body has demonstrated capacity to bring about change and make necessary improvements because it has already made important changes since the last inspection. Good teamwork is successfully driving the school forward. The headteacher has been very effective in building a strong team that support each other and work together very well. However, monitoring and evaluation of teaching and learning is not as rigorous as it should be. The outcomes of lesson observations do not provide insightful information about how lessons could be improved so that teaching and learning becomes even better.

What the school should do to improve further

- Ensure that governors set challenging targets for the school and rigorously monitor performance and standards. - Make sure that all aspects of the curriculum are monitored and evaluated even more closely and outcomes are used to give clear direction for improvement. - Ensure that all pupils who are expected to reach above average levels of attainment achieve the standards of which they are capable, by setting work that is sufficiently interesting and continually challenging.

Achievement and standards

Grade: 2

Achievement and standards, which have improved since the last inspection, are above average because of good teaching and the high quality of support offered to pupils. Most children join Reception with the expected skills and knowledge for their age. In some year groups personal, social and language skills are less developed. However, all make good progress and achieve or exceed the expected levels in all areas by the end of the Foundation Stage. They continue to make good progress, with almost all pupils exceeding national expectations in reading, writing and mathematics at the end of Year 2. Sometimes, summer born children do not achieve quite as well as older children in end-of-year tests, but the quality of their work over the year reflects good progress. Historically, girls perform slightly better in Key Stage 1 than boys, although boys' attainment this year has improved, with an equal percentage of boys and girls attaining higher levels. In 2005 a high number of pupils made or exceeded the expected level of progress from Key Stage 1 to 2. Early signs indicate that this is also true in 2006. The majority of pupils at the end of Key Stage 2 meet the school targets set for them and reach or exceed the nationally expected levels in English, mathematics and science. However, the provisional test results for 2006 indicate that some potentially higher attaining pupils did not achieve their targets in writing and mathematics.

Personal development and well-being

Grade: 1

The personal development and well being of learners is outstanding and is a strength of this happy school, where attendance is slightly above average. Pupils enter the school confidently, which can be accredited to the close links the school holds with the neighbouring pre-school and the warm welcome pupils receive, enabling them to settle quickly. Pupils are extremely well behaved and expectations for this are made clear. They take responsibility for their own actions and are supportive to each other. The school is a caring environment with learners working and playing safely and with a good understanding of keeping healthy. Almost every pupil brings a nutritious snack to school each day and enthusiastically participates in sporting activities, including after school clubs. Pupils make a positive contribution to the school community and are keen members of the school council or buddy system in operation. They successfully learn skills which will help them in the future when given opportunities to work independently or to organise fundraising events. Pupils' spiritual, moral, social and

cultural development is outstanding. Pupils benefit by sharing experiences such as attending church services. In addition sessions such as 'circle time' are used particularly well to provide pupils with time for reflection and contemplation. Pupils have an excellent understanding of what is right and wrong. Their views are regularly sought on what is going well in school and what could be better, as are those of their parents.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are typically good. Lessons are always well planned and are mostly of good quality. Teachers take account of pupils' differing learning styles and so pupils' enjoyment is high. Inspection evidence confirms that the percentage of good lessons has improved since the last inspection and that staff now make more effective use of assessment data to plan lessons. As a result work done to meet pupils' needs is largely effective. Staff motivate pupils continuously by taking a positive approach to learning and giving genuine encouragement to individuals. Teachers have high expectations of standards of work and pupils' progress. Gains are most significant when pupils are clear about how to improve their work and are stimulated by the content of the lessons. The challenges set are mainly appropriate, with pupils being clear of their targets. Occasionally teachers do not take into account the challenge needed for pupils who are potentially high attainers. The classrooms are organised and managed well to provide a vibrant and stimulating learning environment. Consequently, pupils are keen to do well and display their work. Excellent use is made of resources and younger pupils in particular have regular opportunities to use the outside area to extend their learning. The use of external specialists significantly enhances learning across the school, for example in physical education.

Curriculum and other activities

Grade: 2

The curriculum is of good quality. Improvements have been made in the provision of information and communication technology (ICT) and in opportunities for pupils' investigations. The pupils particularly enjoy special activity weeks where learning takes place across different subjects. Staff have successfully increased expectations for good quality writing and the use of ICT in foundation subjects such as history, geography and religious education. The school now successfully overcomes the limitations of the school site in planning a full curriculum for physical education, which includes an excellent range of sports, but a more limited curriculum in music is offered. Therefore pupils rarely play instruments or develop musical appreciation, nor do many learners take up musical instrument tuition. Curriculum enrichment activities, such as Eco, Construction and Scrabble Clubs, have a very positive impact on harnessing pupils' interests and developing their skills. The school has reviewed its policy for monitoring the curriculum, but recognises there is more to do in this area to ensure that outcomes make a difference to school improvement.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The needs of pupils with learning difficulties and disabilities and those who speak English as an additional language are met particularly well. Teachers and teaching assistants continually check pupils' understanding, enabling them to speed up or slow down lessons appropriately. Since the last inspection, the school has improved their marking policy, which is now working effectively across the school. Staff inform pupils of what is good about their work and how they can improve. In some classes, pupils very successfully record what they have found hard or whether a task has been too easy, enabling staff to adapt their teaching and the type of support offered. Pupils recognise the high quality of support they receive, individually or in groups. The skills of well-trained teaching assistants are used effectively which contributes to the good progress made by pupils. Pupils are well prepared for entry into the school and when they are ready to move onto the next stage of their education. Pupils feel safe at the school and know who to turn to in case of difficulty. The buddy system is popular and reassuring to pupils, who believe that incidences of bullying or threatening behaviour are very rare. Almost all parents are satisfied that the school is a happy and safe environment and that their child is well cared for and supported.

Leadership and management

Grade: 2

Leadership and management at the school are good because of a team commitment to improving the school by doing the best for all pupils and ensuring that equality of opportunity is promoted. The headteacher and governors have a genuine vision for the school and are committed to enabling the school to succeed. Together, they have successfully tackled issues from the last inspection. The school has accurately identified its strengths and weaknesses and governors now take some responsibility for self-evaluation and school development. However, it rightly assesses that it has some way to go before the governing body is fully holding the school to account for standards attained. It has changed its cycle for monitoring and assessing the school's work. As a result governors have a clearer understanding of their role. However, the outcomes of governor visits do not shed light on what could be improved and often only reiterate what the school already knows. Therefore information from visits is not used sufficiently to influence school improvement and to set challenging targets. There is, however, excellent governor involvement in other aspects of school life. The leadership and management of curriculum areas has been reviewed since the last inspection, but monitoring is largely informal and outcomes do not consistently lead to improving standards or pupil progress. Staff development, including the professional development of support staff, is given high priority and has successfully led to improved practice and a greater understanding of the needs of pupils and of aspects of the curriculum. The school uses its resources very effectively and is well placed, and determined, to continue improving.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 September 2006 Dear Pupils All Saints Roman Catholic Primary School, Church Street, Old Glossop, Glossop, Derbyshire, SK13 7RJ Thank you for the welcome you gave me during my visit to your school, including all those Learners of the Week who personally introduced themselves and those pupils who came to meet with me. I particularly enjoyed our conversations around the lunch table and was pleased that you also asked me so many thoughtful questions about the inspection. I can understand why you are so happy at your school and why your parents are so pleased with it. The teachers all work very hard to make sure that you receive a good education. These are the things I liked best at All Saints: - Your excellent behaviour and positive attitudes to learning. - The way you try to keep healthy by drinking lots of water, eating fruit every day and taking part in many sports. - The way you care for the school environment and for each other while working and playing. - The fact that most of you reach or exceed your targets and make good progress. - A high proportion of your lessons are good or better, as you know. - That you are all supported well, including those of you that need extra help. These are the things I think could be better: - The school governors could help Mrs Hyde and the teachers to make All Saints even better by checking more often on how well the school is doing. - The teachers could help each other to make sure your curriculum is as good as it can be and that all of your lessons are even more interesting. - The teachers could make sure that those of you that can achieve high levels do so and have work set that really makes you think hard. You can help by telling your teachers if the work isn't hard enough or interesting enough. Thank you again for all being so friendly and helping me with my work. Yours sincerely Jane Melbourne Her Majesty's Inspector