



Micklehurst All Saints CofE Primary School

Inspection Report

Unique Reference Number 106235
LEA Tameside
Inspection number 282972
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Ms Cathryn Kirby HMI

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

Type of school	Primary	School address	The Rowans
School category	Voluntary controlled		Mossley
Age range of pupils	3 to 11		Ashton-under-Lyne, Lancashire OL5 9DR
Gender of pupils	Mixed	Telephone number	01457 832128
Number on roll	131	Fax number	01457 832121
Appropriate authority	The governing body	Chair of governors	Mr M Stimpson
Date of previous inspection	3 March 2003	Headteacher	Mrs G Barratt

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Introduction

When Micklehurst All Saints C of E Primary School was inspected in March 2003, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on six occasions to monitor its progress. The school was reinspected in November 2005 by one of Her Majesty's inspectors and an additional inspector.

Description of the school

Micklehurst All Saints C of E Primary School serves a local community which has higher levels of social deprivation than is the case nationally. The proportion of pupils receiving free school meals is significantly above the national average. Around a quarter of pupils have learning difficulties and/or disabilities. The proportion of pupils who are from minority ethnic backgrounds or do not speak English as their first language is low. Numbers have fallen steadily over the last four years and there are now 138 pupils on roll including 13 who attend the nursery part time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Micklehurst All Saints C of E Primary School is an effective school which gives satisfactory value for money. Actions initiated since the last inspection have yielded substantial and sustained improvement in relation to the pupils' behaviour and their personal development. The quality of teaching has improved and is now satisfactory. These actions have begun to raise standards from a low base and have improved the progress pupils make, although there is scope for further improvement.

Pupils make satisfactory progress in their personal development and are able to make a positive contribution to the community. The care, guidance and support they receive are good. Parents have positive views of the school. The school has worked hard to improve links with parents with some success. Attendance has improved and is satisfactory.

The curriculum adequately meets the needs of all the pupils and is enhanced by a range of enrichment activities. Provision in the Foundation Stage is satisfactory. Standards at Key Stage 1 are below average but improving. At Key Stage 2 standards have improved steadily since 2003 and in 2005 were broadly in line with national averages; this represents good progress between the ages of 7 and 11. Leadership and management are satisfactory and improving. The school is well placed to improve further.

What the school should do to improve further

- Continue to raise standards overall, especially in writing, reading and mathematics at Key Stage 1.
- Improve the use of assessment information in foundation subjects to better meet the needs of all the pupils.
- Ensure teaching styles enable all pupils to make good progress in their learning.
- Improve access to computers in information and communication technology (ICT) lessons.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. Children enter the nursery with skills below those normally expected. They make satisfactory progress in the nursery and reception, although the small numbers involved mean that standards vary sharply. Improvements in provision ensure that pupils gain the basic skills, such as recognising letters and counting; they are better prepared than previously for learning and their progress is more effectively monitored.

At Key Stage 1 standards in reading, writing and mathematics fell sharply in 2004 and were significantly below national averages; in 2003, however, they were broadly in line with national figures. Provisional results for 2005 show that most pupils in Year 2 achieved in line with their targets, although standards overall remain below national averages. Relative to their start point this represents satisfactory progress for these pupils. Making comparisons from year to year must be viewed with some caution, as the number of pupils involved in national curriculum tests at Key Stage 1 is small, with consequent large variations in ability and gender. The school's assessment information and evidence from lesson observation show standards in Year 2 to be improving and the pupils to be making satisfactory and in some cases good progress.

At Key Stage 2 standards were significantly below national averages in 2004, although they had risen between 2003 and 2004. The gains pupils made in English and mathematics were satisfactory based on their attainment at the end of Key Stage 1. They did not make the progress they should in science; the school is aware of this and in the last year introduced teaching strategies to address this weakness. Provisional results for 2005 show substantial improvements in all respects. In Year 6 the proportion of pupils reaching the expected level for their age in English and mathematics was broadly in line with national figures; this represents good progress. Standards in science rose slightly but are still below those found nationally. The proportion of pupils gaining the higher Level 5 increased significantly in English, mathematics and science in 2005. This improvement is due to consistently better teaching and better management of the mixed age group classes in which the pupils are taught; consequently, they are now very close to expected levels. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. The pupils' behaviour in lessons and around the school is good and they show respect and consideration for others. They say they like school and are generally enthusiastic in lessons, but a sizable minority easily become distracted and their attention wanders. This slows learning.

Attendance is satisfactory. The school has worked hard to improve attendance and there has been a marked improvement. Attendance rates are in line with the national average.

Provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Regular visits to the local church and assemblies develop their understanding of the Christian faith and they gain an awareness of other religions through lessons and visits. Pupils accept responsibility enthusiastically and their views have been sought on a number of issues including the development of a code of conduct, which has successfully made them aware of the rights of others. They understand about sharing and fairness. Links with a school in The Gambia have helped develop pupils' understanding of other cultures. Close attention is given to the development of pupils' basic skills, which will aid them when they leave school. They behave safely and have a reasonable understanding about healthy living.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching and learning to be satisfactory and inspectors agree. The quality of teaching has improved significantly since the last inspection. Changes to staffing, a more robust lesson observation programme and the sharing of good practice have contributed to this. The more confident teachers are effectively supporting less experienced colleagues.

The best lessons are characterised by lively teaching and a brisk pace, which engages the pupils, retains their interest and helps them to learn; lesson objectives are shared with pupils in a way they can understand; and well directed questions check that they have understood their work. In some lessons the more able pupils are not sufficiently challenged. Where activities do not capture the pupils' interest their attention wanders; consequently, they do not make enough progress in their learning. Where assessment information is used well activities are planned to meet the needs of all the pupils. Teachers use this information effectively in English and mathematics to track pupils' progress, identify underachievement quickly and target appropriate support. This approach is not applied consistently across all subjects.

Curriculum and other activities

Grade: 3

The school provides a balanced curriculum. The work done on improving the quality of teaching and learning in literacy and mathematics has begun to have an impact on standards across the wider curriculum. Recent developments in science have focused on a skills based approach; this has enabled pupils to be more actively involved in their learning through practical investigations to help them understand science in the context of their everyday surroundings.

The school has increased the resources it has for teaching ICT and has appropriate plans to further develop this area of the curriculum. The number of computers in school has increased, but the number located in the ICT suite limits the opportunity for individual access in larger classes; this slows the pace of skills development.

Pupils benefit from a range of extra-curricular activities at lunchtime and after school. These enrich the pupils' experience and provide an opportunity for promoting their social development.

Care, guidance and support

Grade: 2

Staff work hard and successfully to create a supportive environment in which pupils develop their self-esteem and grow in confidence. Pupils like their teachers and know who to turn to if they need help. Parents are encouraged to become involved in the life of the school and their children's education. Teachers know their pupils well and

set them targets in literacy and numeracy to help them understand how to improve. Close support is given to any vulnerable pupils and those who find learning difficult. Internal and external staff make a positive contribution to supporting these pupils. Parents are kept well informed of their child's progress and are encouraged to attend review meetings where appropriate. Child protection and health and safety procedures are well organised. Pupils say they feel safe in school because staff are caring and the rare instances of bullying are dealt with quickly and effectively.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory and improving. Following a lengthy period of instability the school is now more settled and staffing is secure. The school's self-evaluation shows the headteacher has an accurate view of the strengths and weaknesses of the school. Actions planned to improve provision are appropriate, although it is too early to assess the impact of a number of the more recent initiatives. The headteacher has effectively delegated the leadership and management of a number of key areas of the school's work; subject coordinators are rising well to the challenge of their responsibilities.

Systems for gauging the impact of actions taken to improve standards in English, mathematics and more recently science, have become more rigorous, so too has the use of assessment to track the pupils' progress in these subjects. The use of assessment is less secure in other subject areas.

The school values the contributions made by all pupils and encourages them to succeed and overcome any barriers to learning. That equality of opportunity is strongly promoted, and is reflected in the number of support staff that enables the school to provide well for pupils with learning difficulties and/or disabilities.

Until recently a small proportion of the governors carried a large share of the work of the governing body. New appointments from the local community have invigorated the membership and this, combined with a willingness to participate in appropriate training, means the governing body is well placed to help the school improve more rapidly. Accommodation and resources are good.

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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>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Mr Markham and I would like to say how much we enjoyed spending two days in your school. Thank you for being so polite and helping us. We spent a lot of time finding out how well you are learning by watching you work in some of the lessons and talking to Mrs Barratt, Mr Simpson and your teachers. This is what we found.

- Your good behaviour in lessons and at playtime has helped your school become a calmer and more pleasant place to learn. Well done!
- You told us that you enjoy coming to school and feel that the teachers and classroom assistants are interested in you and take good care of you.
- Most of you listen to your teachers and try your best to answer questions.
- Attendance at school has become much better. Well done to all those of you who have helped to make this improvement!
- Children now make better progress in their work and tests than they did a few years ago because better teaching is helping more of you to improve.
- Your teachers and other staff at school have worked hard to make school a nicer place to be and to make lessons more interesting.

One of the jobs we have to do when we inspect schools is to see if there are any things which could make your school even better. We have asked your teachers to help Micklehurst All Saints school to improve even more by:

- pushing you a little harder so that you are able to do better in your work, especially in writing
- checking more carefully how well you are doing in all your subjects and helping you understand what you need to do to make your work even better
- making sure that all of you learn as much as possible in all your lessons
- increasing the number of computers in the ICT suite.

Congratulations to you and your teachers for making your school a better place to work and learn.