

# All Saints Church of England Primary School, Stand

Inspection report

---

<b>Unique Reference Number</b>	105325
<b>Local Authority</b>	Bury
<b>Inspection number</b>	287197
<b>Inspection dates</b>	2–3 May 2007
<b>Reporting inspector</b>	Sarah Drake

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Berry
<b>Headteacher</b>	Mrs Gail Branch
<b>Date of previous school inspection</b>	2 December 2002
<b>School address</b>	Rufford Drive Whitefield Manchester Lancashire M45 8PL
<b>Telephone number</b>	0161 796 3392
<b>Fax number</b>	0161 796 3367

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 May 2007
<b>Inspection number</b>	287197

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school serves a socially mixed urban community on the outskirts of Bury. The proportions of pupils who are eligible to receive free school meals or who belong to minority ethnic groups are much smaller than average. A few pupils are at an early stage of learning English. Broadly average numbers have learning difficulties and/or disabilities, although a larger proportion than average have statements of special educational need. The school has recently achieved the national Healthy Schools award. During the inspection, long-term temporary teaching staff were working in Years 1 and 2. The headteacher had returned to her post 12 days prior to the inspection after a period of absence. following an operation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school is held in high regard by pupils and parents alike. Its particular strength is the way in which each pupil is treated as a valued individual and encouraged to grow in confidence and thoughtfulness. Pupils' personal development is outstanding. Excellent relationships abound, with pupils behaving very well and showing a mature awareness of others' needs. The Healthy School award confirms their deep-seated understanding of how to stay safe and healthy. Comments such as 'This is a school to be proud of' and 'My child is happy to go in the morning and sorry to leave in the afternoon' exemplify parents' satisfaction with the school and pupils' enjoyment of being there.

Children join the Foundation Stage with broadly average skills. In the well organised, lively environment they achieve well and develop a strong basis on which to build their future learning. Pupils make satisfactory academic progress from Year 1 upwards to reach broadly average standards by the end of Year 6. However, as identified by the school, too few pupils reach the higher levels for their age in the national tests, especially in writing and mathematics. This is because some teachers do not have sufficiently high expectations of the amount and quality of work that pupils should produce. Their marking is supportive but does not provide enough precisely worded guidance about what pupils should do to improve their work. The quality of teaching and learning is satisfactory.

All staff provide high quality pastoral care and support for pupils so that they feel confident to approach staff with concerns. The school works particularly well with outside agencies to help those who have learning difficulties and/or disabilities so that they flourish and make similar progress to their peers. It also works well with other schools and professionals to enhance the curriculum in, for example, sports and mathematics for older pupils. The satisfactory curriculum places appropriate emphasis on the development of literacy and numeracy skills. It is beginning to make links between different areas so as to capitalise on opportunities to practise skills across a range of subjects and bring pupils' learning to life.

The leadership's strong commitment to helping pupils develop as mature, thoughtful young people shines through all its work. The school successfully lives out its mission statement: 'This is the place where I can become the person that I need to be.' The quality of leadership and management is satisfactory. The next step is to raise pupils' standard of work to that of their personal development. Staff are conscientious and committed and work well together as a team. However, the information gathered from monitoring pupils' progress and the overall quality of provision is not used to full effect in order to gain maximum benefit. The school has made progress since the last inspection and, with the improving assessment systems and staff's willingness to take on new challenges, has satisfactory capacity to improve further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Raise standards in Key Stages 1 and 2, particularly those reached by higher-attaining pupils in writing and mathematics.
- Raise teachers' expectations of the amount and quality of work pupils should produce and increase the helpfulness of their marking.

- Make better use of the information gained from monitoring, to ensure that the quality of provision and pupils' achievement are consistently good throughout the school.

## **Achievement and standards**

### **Grade: 3**

Most children join Foundation 1 (Nursery) with the skills expected for their age. In response to good quality teaching and well planned activities they make good progress, particularly in their communication and personal development, so that they enter Year 1 with slightly above average skills. The great majority of children currently in Foundation 2 (Reception) have skills in all areas of learning above those expected for their age.

Older pupils' achievement has varied from year to year but is now satisfactory. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English make satisfactory progress alongside their peers. The school's actions to support those pupils who did not reach the expected standards for their age and ability over the past two years are bearing fruit. Current standards in Year 2 are broadly in line with expectations, from a low of well below average in 2005. Over the past five years, results at the end of Year 6 have been broadly average, as are the standards of current Year 6 pupils' work. In 2006 the school failed to reach its targets at the end of Year 6, except for the proportion of pupils gaining the expected level in English. In both key stages, too few pupils reach the higher levels for their age in writing and in mathematics.

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

### **Grade: 1**

Pupils' outstanding spiritual, moral and social development underpins the lively sense of community that pervades the school. Their understanding and appreciation of other cultures are good. Pupils are polite, confident and very well behaved and delight in helping others. The 'All Saints 8s' family groups which include pupils of all ages create a sense of belonging and responsibility, which means pupils mingle easily and care well for each other. At lunchtimes, older reading buddies and their younger partners settle comfortably with a book. Pupils run the breaktime healthy tuck shop, treating their customers with respect and deciding what the profits should be spent on, successfully deepening their economic understanding. They show initiative, for example, independently persuading supermarkets to provide Easter eggs which they then raffled, raising impressive funds for a local hospice. Playtimes are safer and happier for everyone since the school implemented the pupils' idea of placing a net down the playground to separate energetic ball games from quieter pursuits. Pupils are in tune with their emotions. For example, in one lesson Year 6 pupils reflected very maturely on different responses to bereavement. In another, Year 3 pupils' ideas for poems about feelings included such startling images as: 'Anger is like a red volcano and sounds like drums beating like mad.' Pupils' positive attitudes to school are typified by comments such as: 'It's a place where you can enjoy yourself because it has a friendly atmosphere.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Learning in the Foundation Stage is of consistently good quality because teachers have a good understanding of how to motivate young children. They are also observant and make good use

of information from assessments when planning activities to cater for individuals' academic and personal needs. Throughout the school, warm relationships and skilful management of pupils result in their behaving very well and working well in pairs to help each other's understanding. However, they do not always sustain their concentration well, especially when carrying out independent work. This is partly because of some teachers' overuse of worksheets. These provide little room for creativity or to challenge those capable of higher attainment. The work of too many pupils is unfinished or presented untidily. In some lessons, teachers provide clear explanations and question pupils well to extend their thinking but in others the objectives are too generalised and activities do not move at a fast enough pace to sustain pupils' interest. Teachers evaluate their lessons but do not always use the information effectively when planning the next steps in learning. They mark pupils' work supportively but do not add enough guidance on the next steps to take or suggestions to spark pupils to think for themselves.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum promotes pupils' literacy and numeracy skills adequately but does not yet make best use of opportunities to develop these skills across a range of subjects. A scarcity of computers means that information and communication technology is not used sufficiently as a tool for learning. Pupils greatly enjoy the timetabling arrangements which allow them to study some topics, such as light and dark or the Tudors, in depth over an extended period. The strong emphasis placed on promoting pupils' social awareness and understanding of safe and healthy living results in their outstanding personal development. A range of sporting activities, visits and opportunities for everyone to be involved in school productions widen pupils' experiences and allow individuals to demonstrate their talents. The Foundation Stage curriculum is of good quality both indoors and outside, including the weekly welly-walk in the local area.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe and well cared for in school, explaining that 'you can go to anybody with a problem - they are so understanding'. Staff are alert to pupils' moods and adept at providing sensitive support. They make good use of praise and are both patient and skilful when helping those who find self-discipline hard to achieve. Good deployment of well qualified support staff in and out of the classroom leads to good provision for pupils with learning difficulties and/or disabilities and for those who are at an early stage of learning English. Parents are very appreciative of the strategies and good use of outside professionals which ensure that the needs of vulnerable pupils, many of which are complex, are identified accurately and well catered for. Typical comments include: 'The school has tried everything to help him, with coping strategies galore.' 'I can't praise them enough. It has made such a difference.' Playground supervision is good and before-school buddies welcome younger children at the start of the day. Procedures are in place to ensure health and safety and child protection. The school has yet to make best use of marking and target setting based on individuals' potential, to guide their academic progress.

## Leadership and management

### Grade: 3

The leadership has a clear vision of how it wants the school to be and a strong commitment to providing the best for pupils' personal development. Monitoring of the provision, such as the quality of teaching, and of pupils' progress, leads to accurate identification of strengths and weaknesses which triggers action designed to bring about improvement. However, leaders do not always dig deeply enough and ask questions about why things are as they are. They take action to tackle problems but do not make the best use of available information to pre-empt them. Improved systems for tracking pupils' progress are in place but are still at an early stage of development; they do not yet highlight early enough where pupils need to move forward more quickly. The school's evaluation of its performance is too positive. Development planning is comprehensive but has insufficiently sharp criteria related to pupils' achievement by which to assess its effectiveness. Staff work together as a harmonious team with generous sharing of expertise and new ideas. The school runs smoothly with good financial management and efficient use of resources. Governors are interested and well informed about school life; they are supportive and beginning to hold the school to account in relation to pupils' achievement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--	-----------------------

### 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>	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
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	2

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of All Saints C of E Primary, Whitefield, M45 8PL

Mrs Pickles and I thoroughly enjoyed our recent visit to your school. Thank you very much for your warm welcome and for helping us to understand why it is that you are so proud of being pupils at All Saints.

Yours is a satisfactory school which is particularly good at helping you to grow into confident and thoughtful young people who are very keen to offer help to others. The 'All Saints 8s' teams work extremely well and give the school a family feel which means you feel responsible for your actions and others' well-being. You use your initiative, are very knowledgeable about how to stay safe and healthy and you behave very well. Overall, your personal development is excellent.

At the moment you make satisfactory progress in your work and achieve broadly average standards. Your teachers work very hard but don't always have high enough expectations of what you are capable of doing. Children in the Foundation unit have a really good time and leave Foundation 2 well equipped to join the main school. We were pleased to see that there is still plenty of time for Year 1 pupils to choose what they do as well as having more formal work. It was good to hear about your special themed weeks and the fun you have with sports activities and productions. I hope The Wizard of Oz goes well. Your headteacher and all staff are determined to help you 'become the people you need to be'. They work well together and take very good care of you so that you are confident to share any concerns with them.

To make your school even better, we have asked the leaders to:

- make sure that all teachers have as high expectations of your work as they do of your personal development so that you achieve higher standards
- ask teachers to give you clearer guidance when marking your work about how to improve it
- make better use of the information they have about your progress so that they take action early on if you are falling behind.

Your job will be to continue to enjoy school and concentrate hard in lessons.