



All Saints CofE Primary School

Inspection Report

Unique Reference Number 107302
Local Authority Bradford
Inspection number 287789
Inspection dates 4–5 October 2006
Reporting inspector Margaret Lewis

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

Type of school	Primary	School address	Kennion Street
School category	Voluntary controlled		Bradford
Age range of pupils	3–11		West Yorkshire BD5 0NF
Gender of pupils	Mixed	Telephone number	01274 415222
Number on roll (school)	380	Fax number	01274 415222
Appropriate authority	The governing body	Chair	Mr Ian Greenwood
		Headteacher	Mrs B Robinson
Date of previous school inspection	17 June 2002		

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Introduction

The inspection was carried out by three Additional inspectors.

Description of the school

All Saints Primary is a larger than average school situated in a disadvantaged inner city area of Bradford. An above average number of pupils are eligible for free school meals. It is a popular school and numbers are increasing. Almost 90% of pupils are from minority ethnic groups, with the largest group being of Pakistani origin, and others from the Indian sub-continent, Africa and the near East. An above average proportion of pupils are identified as having learning disabilities and/or 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. It has a strong Christian ethos and is a welcoming place where pupils from a wide variety of backgrounds and religions work and play happily together. It is popular amongst parents, who support it well. Pupils' personal development and well-being are good. This helps them to achieve well and make good progress so that they reach broadly average standards by the time they leave Year 6. Most pupils attend school regularly and arrive in good time. Pupils enjoy school life and thrive, gaining the confidence to make the right choices about living a healthy and active life. They show consideration for others and an understanding of the wider world and of people of different faiths and cultures.

Pupils start in the Nursery with standards that are well below those expected nationally. Most have very little understanding of English. In the Foundation Stage they settle well and quickly become bilingual due to particularly good teaching of reading, writing and spoken English. Good teaching enables pupils to achieve well throughout the Foundation Stage although, because of their low starting points, they do not reach the nationally expected standards by the time they start Year 1.

Pupils continue to make good progress in Years 1 to 6. This is because individual progress is carefully tracked and their learning needs are met well. High quality teaching and support in Year 6 means that pupils' progress accelerates rapidly. Resources in information and communication technology (ICT) have improved since the previous inspection but standards of pupils' skills in ICT are below nationally expected levels when they leave Year 6. Pupils do not have enough opportunities to develop their ICT skills, especially in other subjects. In science, pupils do not have sufficient opportunities for practical activities which impacts adversely on standards, which are below average.

Leadership and management are good. The school gives good value for money. Recent and rapid progress is due to the good leadership and management of the headteacher and leadership team who work very well together for the benefit of pupils. The school has an accurate view of its performance although managers' written evaluations of its work are sometimes too modest. Governors have a clear understanding of the school's strengths and areas for development. The school knows where it is going and how to get there. It has a strategic development plan that is shared by staff and governors. It has good capacity to improve further.

What the school should do to improve further

- Give pupils sufficient opportunities in science lessons for practical investigations in order to raise standards in science.
- Improve pupils' skills in ICT and the use of these in other subjects so as to raise standards in ICT to nationally expected levels.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage, but because of their low starting points in English, mathematics and personal and social development the vast majority do not reach the nationally expected standards in these key areas at the start of Year 1. At the end of Year 2, standards are still significantly below average in reading and mathematics but pupils continue to make the good progress started in the Foundation Stage. Standards in writing at the end of Year 2 are broadly average, which represents very good progress. Standards are broadly average to below average when pupils leave Year 6. Given their low starting points this continues to represent good progress. Pupils with learning difficulties do well because work is closely matched to their learning needs and they are supported very effectively by teaching assistants. All groups of pupils achieve as well as they should.

Results of national tests in 2005 showed that attainment in English and mathematics was broadly average but attainment in science was considerably below average. School analysis of the 2006 national tests shows that standards fell from the 2005 levels but this reflects both the individual cohort of pupils and unusual circumstances last year. A significant proportion of this group of pupils had learning difficulties and/or disabilities and progress for all groups of pupils was hampered by staffing difficulties in previous years.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They get on well with each other, both in class and during playtimes. Most pupils behave very well and are cheerful and polite when talking to visitors. Pupils are gaining a good understanding of how to lead safe and healthy lives and eagerly join in the opportunities for physical exercise. Attendance is below the national average although the school does all it can to improve this. Pupils are developing into good citizens with older pupils accepting many responsibilities and carrying out duties sensibly. They understand that they are part of the whole-school community and value having a voice through the school council. They initiate fundraising and enthusiastically raise money to support various charities. They are successfully developing skills and attitudes that will help to ensure they grow into responsible adults.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and pupils make good progress. The quality of teaching in the Nursery and Reception classes is good. The provision of daily, small

group concentrated teaching sessions helps children who start with little English to quickly become bilingual. The outdoor learning environment for the children in Reception is inadequate, but teachers overcome these difficulties by using the outdoor Nursery area cleverly. In almost all the Key Stage 1 classes, lessons buzz with opportunities for children to learn in an exciting and stimulating environment. However, in some lessons in Key Stage 2 lack of challenge limits progress to satisfactory. Teaching and learning are sometimes outstanding in Year 6, where pupils' progress accelerates rapidly. Lessons generally have clear learning objectives. Pupils are skilfully organised and taught appropriately according to their different abilities. Lessons are well planned and often linked to other subjects but pupils do not have enough experience of practical activities in science to develop their understanding of finding out how things work. Confidence is developing in the teaching of ICT but teachers do not plan for the use of ICT sufficiently well in all subjects and this hinders pupils' progress.

Curriculum and other activities

Grade: 3

The curriculum caters for all pupils' needs. The youngest children get off to a flying start because they have many interesting and exciting things to do. Throughout the school, teachers plan and review carefully what is taught to ensure that work matches most pupils' needs. However, the science curriculum does not include enough 'hands on' activities to help pupils learn and develop as scientists so that standards can rise, and ICT is not planned to be used widely enough across subjects of the curriculum to help pupils develop their skills. The well organised programme of intensive support in sounds and spelling and the consistent emphasis on developing the skills of speaking and listening, supports all children well in their lessons and accelerates English language acquisition. Education for personal development works well: essential elements of health and safety are included. The needs of children with learning difficulties and/or disabilities are addressed successfully. A range of extra-curricular activities and a good range of visits including a residential visit in Year 6 stimulate interest and promote learning. As a result, children's horizons are broadened considerably.

Care, guidance and support

Grade: 2

The school provides good care, support and guidance. It gives especially good support in the early years for pupils who have English as an additional language, helping them to quickly feel part of the school family. Child protection arrangements are effective. Despite difficulties with the buildings and the grounds, the school ensures that pupils are safe. Pupils feel safe and are confident that there is someone around to help if needed.

Pupils with learning difficulties/and or disabilities and vulnerable children are supported well. They have targets that enable them to build on their learning. The high number of teaching assistants and the learning mentors support individual pupils, helping them to overcome any barriers to learning. The school works well with parents and other agencies. Arrangements for tracking progress and setting targets are applied

across the school and pupils are clear about what they need to do to improve their work. The arrangements for children starting school and moving into the Reception class are good and help them to settle quickly into school life. Similarly, all pupils including Year 6 pupils are helped to make the transfer to the next stage of their education as smoothly as possible.

Leadership and management

Grade: 2

Leadership and management are good. The leadership team of headteacher, deputy headteacher and assistant headteacher have a good handle on the school and a clear understanding of what needs to be done to raise standards further. They have been instrumental in helping the school to recover from a difficult period and in the planning of a new school, on which work is due to commence shortly. The headteacher has the confidence of staff, pupils, governors and parents. The leadership team is creating a common sense of purpose amongst existing and new staff. Leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. Teachers' professional performance targets are linked to both school improvement priorities and pupils' progress to ensure that the whole school pulls together effectively to make changes. The focus on all staff developing their professional skills makes success in achieving further improvement all the more likely. Subject leaders are fully involved and motivated to develop and lead their subjects further. Newly appointed staff receive careful induction. Governors ensure that all statutory requirements are met. They have a sound understanding of the school's strengths and areas for development. These factors illustrate the strong commitment to improvement and reflect the school's good capacity to move forward. The budget is carefully managed. The school gives good value for money.

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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	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	3
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Thank you very much for welcoming us into your school. We really enjoyed the chance to meet you and talk to you and your teachers. Here are some of the things that make All Saints a good school.

- You are polite, friendly and well behaved.

You have a lot of fun at school.

- Most of you attend regularly and arrive on time.
- In lessons you try hard and listen carefully.
- You have many interesting things to do in lessons. Your teachers teach you well.
- Your headteacher cares very much about your school and each one of you.
- All the adults in school work very hard and know many ways to help you do your best.

To make things even better we have asked your headteacher and teachers to:

- give you more practical activities in science to help you think as scientists
- give you more chances to use information and communication technology (ICT) in different subjects to help you to learn your ICT skills more quickly.

To make sure that your school becomes even better make sure that you do your best at all times.