

# All Saints' Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	106347
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	309104
<b>Inspection date</b>	11 December 2007
<b>Reporting inspector</b>	Dee Brigstock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brendon Airrane
<b>Headteacher</b>	Mrs Anne Scanlon
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Cedar Road Sale Cheshire M33 5NW
<b>Telephone number</b>	0161 9123210
<b>Fax number</b>	0161 912 3674

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues in depth: achievement and standards; the progress of pupils with learning difficulties and/or disabilities and how well this group is taught; the breadth and balance of the curriculum and the quality of pupils' care, guidance and support. Evidence was gathered from visiting lessons, discussions with pupils, staff and governors, looking at pupils' work and analysing individual education plans. In addition, the school's tracking system was used to assess pupils' current progress. School documents and parental questionnaires were analysed. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

## Description of the school

All Saints' Catholic Primary School is an average sized school serving a mixed socio-economic area. The great majority of pupils come from White British backgrounds and no pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is average. Fewer pupils than usual are entitled to free school meals. The school holds the Investors in People award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. As parents write, 'We cannot fault it.' The pupils who attend the school leave as happy, self-reliant, confident and mature young citizens. They love coming to school and their attendance is well above average. Their behaviour is excellent; they have an acute sense of justice and a well-informed view of their place in the community. Older pupils are adamant that there is no bullying in school and, in their words, 'If there were, it would soon get sorted out.' Their acquisition of skills in English, mathematics, science, and their ability to discuss and appreciate the similarities and differences between people of varying backgrounds and faiths, prepare them extremely well for their futures. Pupils' spiritual, moral, social and cultural development is excellent. For example, their understanding of Black history and their personal research into the lives of Black leaders such as Martin Luther King give them a very good understanding of justice and of the struggle for equality. Their spirituality is promoted not only through the religious nature of the school but also through their understanding of people's worth and through the arts. Pupils also organise their own fundraising events. Older pupils on the school council, and play leaders, take on their additional roles and responsibilities with pride and commitment. Play leaders not only help to organise games and activities for younger children but also for their peers. They command respect.

When children join the Nursery, their skills are broadly average for their age. By the time they enter Year 1, almost all children are working at, and many beyond, the levels expected. By Year 2, standards are above average and by Year 6 they are consistently well above average. All pupils, including those with learning difficulties and/or disabilities and the most able, who are involved in the accelerated learning initiative, make outstanding progress across the school. This excellent achievement is fostered too by outstanding relationships between staff and pupils and an interesting thematic curriculum, which motivates and interests pupils to learn and makes meaningful links between subjects. Pupils have a good knowledge of how to stay fit and healthy, enhanced by a very wide range of extra-curricular sports clubs and societies to which they belong. Playtimes and lunchtimes are very active and the school's investment in refurbishing the outdoor play areas provides pupils with quiet and active areas in which to relax or play. Pupils are cared for extremely well and all safeguarding procedures meet requirements.

Teachers plan lively, challenging lessons which often contain a strong element of problem solving. They use drama and information and communication technology purposefully to capture pupils' interest. They organise pupils' desks differently for some lessons to ensure the maximum impact of different learning styles. Pupils therefore sometimes work alone and sometimes in groups or in pairs. A very successful feature of teaching is the setting of individual targets so that each pupil knows exactly what to do to improve. This is supported by very helpful teachers' marking, where teachers not only assess whether pupils have met their targets, but also set new, more challenging ones. Despite this, older pupils say that they do not feel pressurised to 'perform' in order to reach their targets but work naturally towards higher National Curriculum levels.

The excellent leadership of governors, the headteacher and all senior staff sets the tone for success for all. Focused forward planning provides a strong platform from which to launch new initiatives. For example, leaders have identified the need to re-evaluate the curriculum in mathematics in Years 1 and 2 and are already in the process of refining the school's tracking system from the Foundation Stage to Year 3. Provision in the Foundation Stage is excellent rather than good as the school suggests, but apart from this, the school's evaluation of its

performance is entirely accurate. Governors take an active interest in monitoring the school's work and in evaluating its effectiveness. They support and challenge the headteacher and her team very effectively. Together they have built stronger lines of communication with parents, the vast majority of whom support the school without question. A representative comment from parents about the headteacher sums this up: 'She seems to have brought everybody together.' An example of this is the monthly surgery that the headteacher holds for parents to discuss their ideas or concerns.

The maintenance of well above average standards since the last inspection, the school's successful initiatives to enliven the curriculum and its work in bringing the school community together, demonstrate its excellent capacity to improve. The school provides excellent value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

'My daughter adores Nursery and is disappointed when it's time for home. Her development has been amazing.' This is a typical view of parents. Provision in the Nursery is outstanding. During the inspection, children were totally absorbed in learning about Christmas: with very little adult support, a small, costumed group of children independently acted out the nativity story, humming and singing along to carol music with each other. They did not need an audience!

In both Nursery and Reception, children are polite, know the class routines, and are confident to ask for help when needed. The Foundation Stage leader is inspirational. She has planned an exciting curriculum, which is well tuned to children's interests. She is now adjusting the curriculum in Year 1 so that the transition from the Foundation Stage to Year 1 does not come as an abrupt change. Children enter the Nursery with broadly average standards. By the time they leave Reception most meet the goals expected for them and a considerable number exceed them. Their achievement, taking into account the development of their personal and social skills too, is outstanding.

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

The inspection did not identify any issues for improvement that the school did not already recognise. Leaders have clearly identified how to improve the school further and are already moving to achieve these targets.

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## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



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

inspection of All Saints' Catholic Primary School, Sale, M33 5NW

Thank you so much for your warm welcome to your school and for talking with me so readily. I really enjoyed my day with you all, watching you work and play. You go to an outstanding school. This is because your school governors, headteacher and teachers are excellent. They really put you first in everything they plan to do. You are given excellent guidance and support and I think your topic work is just brilliant. The quality of your work in English, mathematics and science is outstanding and your teachers and teaching assistants do an excellent job in planning interesting lessons which make you think as well as learn!

You clearly really love coming to school and your behaviour is first rate. I was particularly impressed with the way some of the older ones organised games at lunchtimes. I must say that I was also impressed by your playgrounds which were much more interesting than usual.

The Foundation Stage is also extremely good. Quite honestly, I could have happily stayed in the Nursery all day!

Almost all your parents agree with everything I have said about the school. They are happy because you are happy. Your headteacher knows exactly what to do to improve the school even more. In fact she has already started, so I have not asked her or the staff to do anything more.

Thank you again for making my visit so delightful.

I hope you all have a very Happy Christmas and a successful New Year.