

# All Saints Church of England Primary School, Stand

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 105325               |
| <b>Local Authority</b>         | Bury                 |
| <b>Inspection number</b>       | 336476               |
| <b>Inspection dates</b>        | 21–22 September 2009 |
| <b>Reporting inspector</b>     | Marie Cordey         |

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>                     | Voluntary controlled                                 |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 227  |
| <b>Appropriate authority</b>               | The governing body                                   |
| <b>Chair</b>                               | Mr Bill Berry  |
| <b>Headteacher</b>                         | Mrs G Branch   |
| <b>Date of previous school inspection</b>  | 2 May 2007   |
| <b>School address</b>                      | Rufford Drive<br>Whitefield<br>Manchester<br>M45 8PL |
| <b>Telephone number</b>                    | 0161 7963392   |
| <b>Fax number</b>                          | 0161 7963367   |
| <b>Email address</b>                       | g.branch@bury.gov.uk                                 |

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|--------------------------|----------------------|
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school development plan and internal and external monitoring of the school. Inspectors also evaluated 47 parental questionnaires, 100 pupil questionnaires and 24 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which all pupils, particularly in the subjects of mathematics and writing in Key Stage 2, make progress and enjoy their learning
- the quality of teaching and assessment to support learning
- how effectively leaders and managers at all levels motivate staff to improve the school's performance
- the quality and effectiveness of the school's safeguarding procedures
- how well children in the Early Years Foundation Stage settle into school life and make progress
- the capacity to sustain recent improvements.

## Information about the school

The school is of average size. The proportion of pupils known to be eligible for free school meals is below average. There are well below average numbers of pupils from minority ethnic backgrounds. Fifteen per cent of pupils have special educational needs and/or disabilities. There is Early Years Foundation Stage provision for children in the Nursery and Reception classes. The school has achieved Healthy School status.

There is a before and after school club located at the school which is not managed by the governing body and did not form part of this inspection. A separate inspection report for this provision is available on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the previous inspection leaders have focused on raising pupils' attainment but the action taken has not led to significant improvement. Some turbulence in staffing and classes that have been taught by temporary staff have been barriers to improvement. Nevertheless, too little has been done to establish a clear strategy for improvement and the implementation of school policies has been piecemeal. Consequently, pupils' attainment is low by the end of Year 6 and pupils, including those with special educational needs and/or disabilities, make inadequate progress. Attainment in mathematics and writing is particularly low. This is because a poorly planned curriculum leads to some over long lessons and activities that do not engage pupils' interests, for example in mental mathematics. As a result there are not enough opportunities for pupils to enjoy their learning. Systems for monitoring and improving pupils' performance are not rigorous and underperformance is not tackled quickly enough.

Teaching is satisfactory overall and includes elements of good teaching but this is not good enough to raise standards and improve progress after a sustained period of underachievement and low attainment. In Key Stage 1, pupils' attainment in writing and mathematics has begun to improve. This is because better quality lesson planning and teaching are beginning to make a difference to the quality of pupils' work and their progress. However, work is not adapted well enough overall to match all pupils' needs or abilities. For example, in one mathematics lesson each week, pupils from Years 3 to 5 are combined and grouped according to ability. Nevertheless, insufficient attention is paid to their different stages of learning. Systems have been introduced to check on how well pupils are doing and to target improvement. However, these systems are not used consistently or carefully enough to accelerate the rate of progress. Pupils are not aware of how well they are doing in their work and often, pupils do not know what to do to improve their standards. In the Early Years Foundation Stage teaching is vibrant and well planned so that children are enthusiastic and their curiosity is stimulated.

Pupils are courteous and polite and are keen to welcome visitors to their school. Their spiritual, moral, social and cultural development is good. Behaviour is satisfactory overall but pupils become restless when they are not motivated or engaged in their lessons. Their behaviour around school is better because they respect and take care of each other. Care, guidance and support are inadequate and the governing body is ineffective

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because statutory requirements in relation to safeguarding procedures are not fully met. The headteacher and senior leaders appreciate what needs to be done to improve but their sense of purpose is not shared across the school. Plans for improvement are not implemented by all staff nor are they evaluated sufficiently. School leaders are having too little effect on improving the quality of provision and outcomes for pupils and are not demonstrating sufficient capacity to sustain improvement.

**What does the school need to do to improve further?**

- Raise standards and achievement in all subjects, particularly in mathematics and writing in Key Stage 2, by:
  - ensuring that there is a common sense of purpose among all leaders and staff to promote school improvement
  - improving the effectiveness of monitoring and evaluation systems so that underperformance is identified and tackled quickly and effectively.
- Improve the quality of teaching from satisfactory to good, by:
  - providing work that matches pupils' interests, needs and abilities so that they enjoy learning
  - ensuring pupils know how well they are doing and how to improve their work
  - improving the effectiveness of monitoring and evaluation systems so that less effective teaching is identified and improved.
- Ensure that statutory requirements with regard to safeguarding are fully met.

**Outcomes for individuals and groups of pupils****4**

Pupils enjoy their learning when they are enthused and involved. For example, Year 5 pupils were engrossed in making time-lines by using cartoons to chronicle personal and historical events from the earliest times to the present day. In contrast, pupils often lose interest and motivation when they are not sure what to do because tasks are not explained clearly or when work is not matched to their previous learning.

The attainment of pupils over the last few years has been low. Nevertheless, there have been improvements made by higher attaining pupils across the school and in some subjects in Key Stage 1. Recent interventions to improve writing and mathematics across the school have had a positive impact on pupils at the end of Year 2, and their attainment overall is broadly average. Intrinsic to the rise in standards at Key Stage 1 has been the greater involvement of pupils in their learning through talking more about their work, making presentations to the class and having a clear understanding of how to improve their work. In addition, lesson planning is closely matched to pupils' needs and is regularly adapted according to the rates of progress made by pupils. However, these actions have not yet had enough impact on improving attainment for pupils in Key Stage 2.

Pupils behave courteously, and one pupil commented, 'It is easy to make friends here.'

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The vast majority feel safe and are aware of potential dangers, for example, on busy roads. However, inadequate arrangements relating to site security and access to school buildings have led to shortcomings in safeguarding and mean that there are times when pupils may be at risk. Nearly all pupils and parents were satisfied with the way in which the school deals with bullying. The very small numbers of pupils expressing concerns know who to turn to if they are worried. Pupils have a good understanding of healthy lifestyles and were keen to persuade inspectors about the benefits of a balanced diet and regular exercise! Pupils enjoy taking positions of responsibility and make a positive contribution to their school and the local community. The school acknowledges the need to involve pupils more in the wider community. Despite their confidence, social skills and average attendance, pupils' low attainment in basic skills does not prepare them well for the future.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>4</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 4        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 4        |
| <b>The extent to which pupils feel safe</b>   | <b>4</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>4</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

### How effective is the provision?

The quality of teaching and learning is variable across the school. It is most consistently effective in Key Stage 1 where good planning and pupils' enjoyment of learning moves

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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them forward. Although teaching is satisfactory overall, it is not strong enough, especially in Key Stage 2 and in mathematics and writing, to enable pupils to catch up on previous gaps in their learning. As a result, most pupils do not make the progress they should. Established assessment systems are beginning to be used more effectively to provide further challenge. Teachers' marking includes some detailed, thorough guidance. However, this is inconsistent and many pupils are not sure how well they are doing in their work or how they can improve it.

The intention of the school's curriculum is to link pupils' learning over a number of subjects. In some instances this is successful, for example, in topic work where pupils revel in the chance to use improved information and communication technology resources to research and present their work. Nevertheless, the curriculum for mathematics is ill-thought out, resulting in, for instance, a weekly mental mathematics lesson that is too long. The planning of some lessons in different subjects is not effective enough to ensure that each pupil is moving forward and motivated in their learning. Consequently, the curriculum is ineffective overall. Pupils like attending the after school clubs and a range of educational visits is appreciated by pupils who enjoy, 'going out on trips'.

Pupils with special educational needs and/or disabilities are appropriately identified and provided with support. Too often, however, this results in them being withdrawn from lessons, such as English and mathematics which would benefit them. Work is not planned closely enough to pupils' precise needs and they do not make fast enough progress. In contrast, those pupils in the care of the local authority make good progress because support is very closely matched to their needs. Links with the neighbouring high school prepare pupils for the next stage in their education and their confidence develops as a result. Pupils are not cared for as well as they should be because of the shortcomings in safeguarding arrangements.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>4</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>4</b> |

**How effective are leadership and management?**

School leaders have correctly identified priorities for improvement and know what is needed in order to make the school more effective. Partnership working with the local authority has ensured that support is being given to help the school to raise standards. Nevertheless, actions taken have not brought about improvement that has been consistent or rapid enough to ensure that all pupils receive an effective education.

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The school's commitment to community cohesion is reflected in the quality of pupils' spiritual, moral, social and cultural development. Assemblies celebrate diversity and pupils respect and value people from different backgrounds. They have become more involved as members of their own community as a result.

The school is committed to the elimination of discrimination in many respects but too many pupils are not getting an equal chance to achieve as well as they should. Parents are encouraged to participate in the many opportunities available to share in their child's learning. A very small number of parents felt that communications from school need to be improved and the school has plans to further develop its engagement with parents. Inspectors observed some inadequate safeguarding procedures and governors and leaders are not ensuring that current arrangements meet necessary requirements. Governors are supportive and involved in school life but have not been effective in fulfilling their duties. They give freely of their time and are increasingly willing to challenge senior leaders and to be more involved in the school's self-evaluation processes.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>4</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 4        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>4</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>4</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>4</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>4</b> |

**Early Years Foundation Stage**

Children in the Nursery class feel reassured and welcome; consequently they are well prepared for starting school. Children's starting points in the Nursery class are just below expected levels for their age. They make good progress, especially in their personal and social development, to attain levels that are just above those expected for their age at the end of the Reception Year. Well prepared indoor and outdoor activities encourage children to explore and ask questions. All the children appreciated the Incy



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Wincy Spider' water slide. They thoroughly enjoyed using water to help the spider to be washed down the spout and took pride in demonstrating the meaning of the nursery rhyme. Good quality teaching is inspired by thorough planning and the high expectations of leaders. This ensures that children enjoy their learning and develop their independence. On the whole, requirements regarding their welfare and health are met, but the school is not compliant with the statutory requirements related to safeguarding. As a result outcomes for pupils and the quality of provision are satisfactory rather than good and overall effectiveness is inadequate as is leadership and management.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>4</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4        |

**Views of parents and carers**

The vast majority of parents who responded were happy with the school's provision and indicated that their children enjoyed school. All parents agreed that the school helped their child to have a healthy lifestyle and that the school met their child's individual needs. A very small number of parents expressed concerns about safety and the progress their child was making and inspectors agree with these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Primary School, Stand to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 30             | 64 | 16    | 34 | 1        | 2 | 0                 | 0 |
| The school keeps my child safe  | 28             | 60 | 18    | 38 | 1        | 2 | 0                 | 0 |
| The school informs me about my child's progress   | 14             | 30 | 29    | 62 | 2        | 4 | 1                 | 2 |
| My child is making enough progress at this school   | 18             | 38 | 27    | 57 | 1        | 2 | 0                 | 0 |
| The teaching is good at this school   | 21             | 45 | 24    | 51 | 2        | 4 | 0                 | 0 |
| The school helps me to support my child's learning  | 18             | 38 | 26    | 55 | 1        | 2 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 22             | 47 | 24    | 51 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 21             | 45 | 24    | 51 | 0        | 0 | 1                 | 2 |
| The school meets my child's particular needs  | 21             | 45 | 22    | 47 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 18             | 38 | 24    | 51 | 1        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 16             | 34 | 24    | 51 | 4        | 9 | 0                 | 0 |
| The school is led and managed effectively   | 18             | 38 | 25    | 53 | 2        | 4 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 24             | 51 | 22    | 47 | 0        | 0 | 1                 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 September 2009

Dear Pupils

Inspection of All Saints Church of England Primary School, Bury M45 8PL

On behalf of the inspection team, I wish to thank you for the warm welcome you gave to us when we visited your school. I would particularly like to thank the pupils who met with us as well as the pupils who took us on such an interesting tour of the school. You were all very polite and charming.

We looked very carefully at your school and found that it is not as good as it should be. We have decided that it needs special measures; this means that your headteacher and teachers will get extra help to improve your education. Inspectors will also return to your school to check that it is getting better.

The school has worked hard to help you to adopt a healthy lifestyle. You clearly enjoy lots of exercise as well as eating healthy well-balanced meals. Thank you for letting us know how we can be fit and healthy! The school has worked well to encourage you to understand others and become thoughtful, caring young people.

We want all of you to achieve as well as you can and reach higher standards so we have asked the school to do the following things:

- make sure that the teaching you receive is good enough to improve your progress and raise standards, particularly in mathematics and writing in Key Stage 2
- give you work that best helps you to learn and explain how to improve your work
- make sure that all staff work together with leaders and managers to check how well you are doing in your work and raise standards
- improve the ways in which the school keeps you safe.

I wish you every success for your future.

Yours sincerely,

Marie Cordey

Lead inspector

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