

All Saints CofE Primary School

Inspection report

Unique Reference Number	107302
Local Authority	Bradford
Inspection number	336862
Inspection dates	11–12 November 2009
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Mr Ian Greenwood
Headteacher	Mrs Susan Hart
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons. They held meetings with the headteacher, with staff, including the senior leaders and subject coordinators, the Chair of the Governing Body and three groups of pupils. Further informal discussions were held with pupils during lessons and at lunchtime, and with parents at the start of the day. The inspectors observed the school's work, including a review of the school improvement plans, the systems for tracking and monitoring pupils' progress, the school's records demonstrating arrangements for safeguarding the pupils, a sample of pupils' work in their books and pupils' annual reports to parents. The inspectors analysed 69 parental questionnaires.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- the attainment of children when they enter the Early Years Foundation Stage and their rate of progress
- pupils' attainment by the ends of Years 2 and 6 and the rate of progress they make from their previous starting points, focussing particularly on reading and writing
- the consistency of the quality of teaching and learning, particularly how well teachers use information about what pupils know and can do to plan work that matches their varying ages and capabilities
- the quality of care, guidance and support provided, including for those pupils at an early stage of learning to speak English as an additional language
- how effectively leaders and managers at all levels, and the governors, use school performance information to influence their monitoring activities, shape improvement planning and inform their self-evaluation.

Information about the school

Most of the pupils at this much larger than average sized school are from minority ethnic backgrounds. Since the previous inspection the numbers of pupils on roll has increased, as has the number of ethnic backgrounds represented. The large majority of pupils, however, are of Pakistani or Bangladeshi heritage and speak English as an additional language. A higher than average proportion of pupils joins the school partway through their primary education. This includes a number of pupils that arrive from other countries, who are at an early stage of learning to speak English as an additional language. The school makes provision for the Early Years Foundation Stage in the Nursery and Reception classes. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion with statements of special educational needs. An above average proportion of pupils are entitled to free school meals. A new headteacher was appointed in September 2007. In March 2009, the school relocated into new, purpose built premises. The school has been accredited with the Activemark, Healthy School Award and Investors in People.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features, such as the quality of education in the Early Years Foundation Stage, the care, support and guidance provided and the effectiveness with which the school works in partnership with parents and others. In this harmonious, friendly, safe and welcoming setting, pupils demonstrate good attitudes to learning and behave well. They speak proficiently about how to keep themselves healthy and safe. Parents are confident that their children are safe and happy.

Between Years 1 and 6, pupils' achievement is satisfactory. Attainment by Year 6 and Year 2 is below average. This represents satisfactory progress from pupils' previous below average starting points on entry to Year 1. By the end of Year 6 in English, pupils' attainment in writing is lower than in reading. Their progress in writing is sometimes held back by a lack of opportunities for practising writing skills during literacy lessons and as part of work in other subjects. In Years 1 and 2, pupils do not always make enough progress in reading because teachers are not yet using the new reading programmes fully effectively. Furthermore, they sometimes give pupils tasks that are insufficiently challenging. In mathematics, attainment is rising, particularly by Year 2, where it is now broadly average. Learning gets off to a successful start in the Early Years Foundation Stage. In this stage, staff track children's small steps in learning frequently and use the information effectively to ensure that activities offered take good account of children's varying needs. Between Years 1 and 6, although there are examples of good teaching, overall it is satisfactory. In lessons where expectations are high and work matches pupils' varying capabilities, pupils' learning moves forward at a good rate. Learning slows, however, where these good practices are not consistently well applied.

Since the previous inspection, the school has gone through a period of significant change. Challenges arising from the move to new accommodation, numerous changes in teachers and long-term staff absences have held back efforts to bring about sustained and rapid improvement. Even so, pupils' progress is now tracked more rigorously and this is helping to identify precisely where learning is too slow. There are signs that pupils' attainment, particularly in mathematics, is rising. Similarly, a more settled period of staffing, higher expectations of achievement and the good start for children in the Early Years Foundation Stage are all providing a positive platform upon which to raise standards. Although the school has evaluated accurately its own performance, recognising both its strengths and areas needing attention, its capacity to improve further remains satisfactory, rather than good. This is because the skills of leaders and managers at all levels and the governors in reviewing school and pupil performance, monitoring and evaluating the quality of provision, and checking on the successes of

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improvement initiatives are not yet fully developed.

What does the school need to do to improve further?

- Raise standards, particularly in reading by the end of Year 2 and in writing by the end of Year 6, by:
 - ensuring teachers are equipped with the skills necessary to deliver an effective reading programme that meets pupils' varying learning needs and challenges their thinking
 - providing more opportunities for pupils to practise their writing skills in both literacy lessons and across subjects.
- Accelerate pupils' progress between Years 1 and 6 by making sure that the good teaching practices sometimes evident are consistently well applied across the classes.
- Ensure leaders and managers at all levels and governors make a more effective contribution to driving school improvement by extending their skills in:
 - reviewing information on pupils' performance
 - accurately evaluating the quality of provision, particularly to ensure consistently good teaching
 - checking the success of improvement initiatives on accelerating progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. In lessons, pupils behave well. They are attentive, keen to learn and contribute enthusiastically, particularly when given opportunities to work independently and collaboratively. Pupils often learn best in Years 5 and 6, where they respond well to teachers' higher expectations and relish opportunities to participate actively in exciting activities that motivate them. Between Years 1 and 6, pupils, including those with special educational needs and/or disabilities and those that speak English as an additional language, make satisfactory progress. In mathematics, attainment is rising, particularly by Year 2 where it is now broadly average. Since the previous inspection, pupils' progress in science and in information and communication technology has improved and is now satisfactory. Attainment in reading by the end of Year 2 remains well below average. This reflects satisfactory progress from children's previous well below average level on entry to the Nursery and the fact that a number of pupils join the school partway through Years 1 and 2, including some at an early stage of learning to speak English as an additional language. By Year 6 in English, pupils' skills in reading have improved considerably, but their writing lags behind because they do not have enough opportunities to write creatively or at length in literacy lessons or in other subjects.

Pupils learn together in a harmonious and friendly school community. Pupils behave well

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and demonstrate sensible and mature attitudes towards their learning. They show care towards one another and respect the similarities and differences of the different cultures and faiths within their school. Pupils are particularly proud of their new school building and are eager to contribute positively towards making it a safer, happier and healthier place to learn. Pupils relish opportunities for taking on responsibilities that contribute to the day-to-day running of school, such as answering the telephones at lunchtime. They take their responsibilities, such as school councillors or playground friends, seriously, and contribute effectively to school decision making. They engage actively in local community life, such as distributing their harvest collection to the elderly and participating in events with other schools nearby. Pupils' good understanding of healthy lifestyles shows in their eagerness to participate in the good range of sporting activities on offer, such as the girls 'Pom-Pom Cheerleading Tournament'. Pupils' good personal skills, along with satisfactory progress in basic literacy and numeracy skills, and their average and improving skills in information and communication technology prepare them satisfactorily for their future. Pupils are well aware of the importance of good attendance. In recent times, attendance has improved significantly and is now broadly average.

These are the grades for pupils' outcomes

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

¹ 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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How effective is the provision?

Good relationships, sensitive encouragement from support staff, clear learning objectives that are shared with pupils, good classroom organisation and effective management of behaviour are features of most lessons. In lessons for the oldest pupils, there are higher expectations of what pupils might achieve, practical and challenging activities, effective questioning from staff that keep pupils on their toes and regular opportunities for pupils to reflect on how well they are getting on. These good teaching practices, however, are yet to be consistently well embedded in other classes. Recent adaptations have been made to the curriculum and teaching of reading for younger pupils, aimed at boosting achievement. These changes are yet to pay dividends because the skills of teachers in delivering the programmes effectively are still developing. The activities provided are sometimes insufficiently challenging for moving learning forward at a good rate. A good range of opportunities for pupils to learn about calculation methods and to participate in practical activities in mathematics contributes to their good progress in this subject. Clever links between subjects of the curriculum to enliven learning are helping to increase pupils' motivation, including for writing. However, opportunities for pupils to practise their writing skills, such as regularly writing creatively and at length both in literacy lessons and other subjects, remain too limited to impact significantly on accelerating progress. Pupils' good understanding of how to keep healthy reflects in the school's recent successes in achieving the Healthy Schools Award and in the eagerness with which pupils participate in many sporting activities, such as those with professional sport coaches.

Pupils' care and welfare are at the heart of the school. High quality pastoral support is evident in daily practices. Relationships between adults and pupils are positive. Pupils are confident that someone is always on hand to offer support. Concern for each child's welfare extends beyond school. Good partnerships fostered within the locality, such as with the mosque and with external support agencies, reflect the school's commitment to providing seamless support. Through working in partnership, with, for example, parents and the mosque, pupils' attendance has improved significantly. New starters, including those who are at early stage of learning to speak English as an additional language, receive caring and effective support so that they can quickly play a full part in school life.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Despite many challenges faced in recent years, the school has improved steadily. Successes are evident in areas such as, raising standards by the start of Year 1 and in mathematics, particularly by Year 2, developing the provision for information and communication technology and science, and in ensuring that pupils attend school more regularly. The headteacher has an accurate evaluation of the school's effectiveness: she knows its strengths and has pinpointed necessary improvements that focus clearly on raising standards and accelerating progress, particularly in reading and writing. Improved procedures for tracking pupils' academic achievement are helping to identify more quickly where learning could speed up. This, however, is yet to manifest itself in accelerating pupils' progress to a consistently good rate because the targets set for progress are not always sufficiently challenging. The quality of governance is satisfactory. Governors' commitment to facilitating a smooth and successful transition into the new premises has offered valuable support to new school leaders. Governors, along with other leaders and managers, are now focussing on developing their skills in reviewing how well the school is performing, so that they can make a more effective contribution to monitoring and accurately evaluating pupils' achievement, the quality of provision and to driving improvement.

Partnerships with parents are good. Many opportunities are provided for parents to engage in school life, to understand how they can support their children's learning at home, and extend their own personal, academic and language skills. The school promotes equality of opportunity satisfactorily. It places a strong and successful emphasis on making sure that all pupils have the opportunity to participate in everything that is on offer. Leaders, however, are still developing their procedures to evaluate fully information on pupils' progress so that they can spot any variations in achievement of the school's diverse population. Safeguarding procedures are satisfactory. Pupils say that they feel safe, and their parents agree. Although pupils demonstrate a great sensitivity and respect for the varying ethnic backgrounds within school, the school makes a satisfactory contribution to community cohesion. Stronger links are forged within the locality than further a field.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start in the Early Years Foundation Stage, their skills are below those typical for their age. This represents an improvement on previous years, when children's skills were sometimes well below average, particularly in aspects of language and communication. Learning gets off to a successful start and children make good progress. By the start of Year 1, the proportion reaching age-related expectations has improved on previous years and is now broadly average. This reflects a strong emphasis on developing children's communication skills. The effective range of support programmes to boost their skills in understanding the English language, ongoing encouragement and dialogue between adults and children, along with plenty of opportunities for children to talk about their learning, all help to boost their language skills, particularly for those who are at an early stage of learning to speak English as an additional language. Children's personal, social and emotional development is good. The warm and caring relationships between adults and children ensure that they are happy and feel safe. Adults encourage children to behave well and develop their confidence. The good range of activities from which children can choose fosters their sense of exploration and investigation. As a result they become eager young learners who find learning and playing together enjoyable.

Staff work together closely and use the information they collect about children's small steps in achievement smartly, so that daily activities take account of children's varying needs. Good leadership and management ensure that provision is adapted where it is needed most, such as to boost their language development. They are well aware that their next steps are to develop the provision for learning outdoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents who returned questionnaires are extremely supportive of most aspects of the school's work. Almost all agree that their children are happy and kept safe. A very small minority of parents expressed concern about how the school keeps them informed about their children's progress. Inspectors judge the arrangements to inform parents about their children's progress through the three parents' evenings held each academic year as good. There remains scope, however, to improve the quality of information explaining pupils' rate of progress in the pupils' annual reports to parents. Teachers' written evaluations of children's progress are sometimes over generous. Nevertheless, leaders have already acknowledged this, and firm plans are in place to make the necessary adjustments for this academic year.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE Primary School 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	65	18	33	0	0	1	2
The school keeps my child safe	33	60	21	38	0	0	1	2
The school informs me about my child's progress	25	45	27	49	2	4	1	2
My child is making enough progress at this school	24	44	28	51	2	4	1	2
The teaching is good at this school	24	44	29	53	1	2	1	2
The school helps me to support my child's learning	24	44	28	51	2	4	0	0
The school helps my child to have a healthy lifestyle	24	44	27	49	1	2	2	4
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)	20	36	25	45	2	4	2	4
The school meets my child's particular needs	23	42	27	49	1	2	0	0
The school deals effectively with unacceptable behaviour	25	45	26	47	2	4	0	0
The school takes account of my suggestions and concerns	21	38	28	51	1	2	0	0
The school is led and managed effectively	26	47	24	44	1	2	0	0
Overall, I am happy with my child's experience at this school	30	55	21	38	2	4	0	0

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



13 November 2009

Dear Pupils

Inspection of All Saints CofE Primary School, Bradford BD5 0NG

Thank you so much for the warm and friendly welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out about your views. I am writing to let you know what we thought.

You make satisfactory progress, although the standards you reach are not as high as those expected nationally by the end of Year 6. Some aspects of your school are good, such as in the Nursery and Reception classes, where you make good progress. We were particularly pleased to:

- see your good behaviour and good attitudes to learning
- hear that you feel safe and that you are confident that all the adults care and support you well, especially if you are having difficulties or are worried
- hear how much you know about the different cultures and faiths within your school community
- see you all get along well together, treat one another with respect and learn together in peace
- hear that you know how to keep yourselves healthy, and how much enjoyment you get from taking part in sporting activities, such as the 'Pom Pom Cheer'.

So that your school becomes even better, I have asked that some improvements be made. These are to:

raise standards, especially of the younger children in reading and the older children in writing by:

- providing work in reading that excites you and makes you all think really hard
 - giving you more chances to practise your writing skills
 - providing the right kind of work that means you learn equally well in all your classes
- ensure that adults with special responsibilities and governors improve their skills in checking that you are doing as well as you can and in helping your school to improve.

You can help your school by making sure that you tell your teacher if your work is too easy or too hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in all that you do and that you come to school every day.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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