

All Saints Church of England Primary School

Inspection report

Unique Reference Number	105829
Local Authority	Rochdale
Inspection number	355850
Inspection dates	11–12 November 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mrs Cathryn Francis
Headteacher	Mrs Katie Charlton
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 14 lessons or parts of lessons. The inspectors observed eight teachers and held discussions with members of the governing body, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 82 responses to parents' and carers' questionnaires were received and analysed.

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

- How effectively the school has worked to raise attainment, particularly in mathematics.
- The impact of action taken to improve boys' writing.
- Whether pupils make sufficient progress in Years 1 and 2.
- How successful leaders have been in raising attendance.

Information about the school

The school is smaller than the average size primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion of pupils from minority ethnic groups is well above average and increasing numbers are starting school with English as an additional language. The school has gained a number of national awards, including the Activemark and Eco School Bronze Award, and has achieved Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The inspirational leadership of the headteacher has been the driving factor behind the school's success since the last inspection. Standards have risen, pupils' progress has accelerated and teaching and learning have improved. Senior leaders provide focused educational direction for the school and are committed to further development. Subject leaders carry out their responsibilities diligently but not all are fully involved in promoting school improvement. The promotion of equality of opportunity is outstanding, with no form of discrimination being tolerated. Action taken to improve attendance has proved successful and it is now average. The school's latest data shows it is continuing to rise. Leaders and the governing body have a good understanding of the school's strengths and weaknesses because self-evaluation is accurate. As a result, planning for improvement is based on good quality information and has been successful in meeting challenging targets. There is good capacity to ensure the school continues to move forward.

Pupils make good progress throughout the school and, by the end of Year 6, reach standards that are broadly average in English, mathematics and science. This represents good achievement from their skill levels on starting school, which vary, but are generally well below those expected for their age. Writing is a weaker element of pupils' performance in English. They have secure basic writing skills but lack creativity in using these to express their ideas across the curriculum. Action taken by leaders has improved pupils' mathematical calculation and quick mental recall skills. It has not been as successful in developing their proficiency in solving number problems. Leaders rightly acknowledge the need to better develop pupils' independent thinking skills by providing more opportunities for them to explore ideas for themselves.

The school is a welcoming and friendly place in which to learn and is firmly based within a Christian ethos. The curriculum is planned well to build systematically on pupils' skills and to meet their individual needs. It is enhanced by a wide range of enrichment activities that add further interest to pupils' learning. Teaching is consistently good and is a key factor in the progress pupils make. Relationships are good and lead to a calm and purposeful atmosphere in all classrooms. Pupils enjoy coming to school, having positive attitudes and being keen to learn. The school places strong emphasis on ensuring pupils' safety and well-being. Parents and carers greatly appreciate the care taken of their children while in school and on educational visits.

What does the school need to do to improve further?

- Raise attainment, particularly in writing and mathematics by:
- increasing developing pupils' skills in writing creatively across the curriculum

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- $\dot{\iota}$ improving pupils' ability to solve number problems
- $\dot{\iota}$ providing sufficient opportunities for pupils to explore ideas for themselves.
- Strengthen leadership and management by ensuring all subject leaders are fully involved in promoting school improvement.

Outcomes for individuals and groups of pupils

2

Pupils show interest and enthusiasm in their work. They carry out their activities diligently and persevere when faced with difficulty. Pupils collaborate well to complete tasks. This was evident in a Year 3 science lesson when they were investigating how the distance travelled by an object propelled by an elastic band is affected by how much the elastic is stretched. They read well and use information and communication technology confidently to support their learning. Pupils enjoy writing but their stories and accounts lack creativity. In mathematics, pupils have secure calculation and quick mental recall skills. Their problem solving skills are not as well developed. Pupils with special educational needs and/or disabilities and those with English as an additional language make the same good progress as others because of the well-targeted support they are given.

Pupils say they feel safe and secure in school and know that if they have any concerns they can talk to an adult and they will be supported. Their good behaviour and willingness to take on responsibilities, such as being a school councillor, contributes positively to the life of the school. They also contribute to the wider community through links with the local church and taking part in fundraising events for local charities. Pupils are adopting healthy lifestyles well by eating healthily and enjoying physical exercise. Pupils' improving attendance, the good progress they are making in acquiring basic skills and their ability to work effectively as a member of a team shows they are well-prepared for their future lives.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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

How effective is the provision?

Teachers manage classrooms well so that little time is lost and pupils stay on task. They clearly explain to pupils what they are to learn in lessons and how to achieve success. Teachers use paired and group discussions effectively to develop pupils' speaking and listening skills. Marking is used well to guide pupils to improve their work. Teachers do not provide enough activities that challenge pupils to explore ideas for themselves. Teaching assistants provide good support for all pupils, especially those with special educational needs and/or disabilities and those with English as an additional language.

The curriculum is extended by extra-curricular activities and a good range of educational visits, including Rochdale Touchstones Museum. A residential stay for Year 6 pupils, at an activity centre in Wales, effectively promotes their personal and social development. Partnership activity, including local schools and Manchester University, provides enhanced opportunities to develop skills in music, drama, science and sport. The gaining of the Activemark and Eco School Award reflects the school's good provision for physical education and its commitment to developing pupils' awareness of environmental issues.

The school successfully ensures the care and welfare of pupils. All staff know the procedures to follow if they have concerns regarding the well-being of a pupil. Good links with a variety of outside agencies ensure extra assistance is available for individual pupils if required. The support for potentially vulnerable pupils effectively fosters their learning and development. Pupils who have medical needs are looked after effectively to ensure

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their well-being. Transition arrangements are smooth throughout the school, with each class having a good induction process to welcome new pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders enthuse staff and, as a result, morale is high and there is a shared commitment to drive up standards and take the school forward. The governing body is supportive of the school and proactive in evaluating its performance and influencing its development. Comprehensive safeguarding arrangements ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. The school places the promotion of equality of opportunity at the heart of its work. This is exemplified in the way leaders took action after identifying that boys' attainment in writing was lagging behind that of girls. As a result, the gap was rapidly narrowed and any difference is now minimal. Partnership activity is effective in developing learning opportunities that the school could not provide on its own. A good example is the recent partnership with the Royal Horticultural Society, which is developing pupils and teachers' skills in using the school's spacious outdoor environment to extend learning. Leaders successfully promote community cohesion by encouraging pupils to view their role as not only members of the school but to consider their role in the local, national and international community. The school has a good relationship with parents and carers who receive frequent information about their children's progress and achievement.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and achieve well within a caring and stimulating setting. Adults work well together to plan activities that are practical and often linked to children's personal experiences. The good balance between activities that are led by adults and those initiated by children makes a positive contribution to their development as independent learners. Children behave well, taking turns and sharing resources fairly. Their personal, social and emotional development is enhanced by opportunity for nursery and reception children to work together throughout the day. The curriculum is enriched by opportunities for children to work with a variety of visitors, including representatives of the emergency services. Leadership and management are good and have correctly identified that writing is a weaker aspect of children's performance. There is insufficient emphasis on developing these skills across all areas of learning. Improved record keeping procedures give a clear picture of the progress that children make. Comprehensive policies and procedures ensure the welfare and safety of children. The well-organised outdoor area is used effectively to promote children's learning throughout the day. Links with parents and carers are good and they are kept informed of their child's progress and how they can support learning at home.

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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

Views of parents and carers

An average proportion of parents and carers returned completed questionnaires. The very large majority were positive about the school's work and the efforts of all staff. One comment is typical, 'My child loves school and it is wonderful in helping him fulfil his full potential.' A few did not agree that the school informed them of their children's progress. Inspection evidence does not support this view.

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 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	74	20	24	0	0	0	0
The school keeps my child safe	65	79	17	21	0	0	0	0
My school informs me about my child's progress	54	66	24	29	3	4	0	0
My child is making enough progress at this school	52	63	29	35	1	1	0	0
The teaching is good at this school	60	73	22	27	0	0	0	0
The school helps me to support my child's learning	54	66	24	29	3	4	0	0
The school helps my child to have a healthy lifestyle	49	60	32	39	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)	46	56	32	39	1	1	0	0
The school meets my child's particular needs	49	60	30	37	1	1	0	0
The school deals effectively with unacceptable behaviour	43	52	37	45	0	0	0	0
The school takes account of my suggestions and concerns	46	56	31	38	2	2	0	0
The school is led and managed effectively	48	59	32	39	0	0	0	0
Overall, I am happy with my child's experience at this school	59	72	20	24	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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 2010

Dear Pupils

Inspection of All Saints Church of England Primary School, Rochdale, OL12 0EL

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good and that:

- you make good progress and achieve well
- staff look after you well and make sure you are safe
- you have positive attitudes and are eager to learn
- in your questionnaires, you say that adults are interested in your views and explain how to improve your work
- you are considerate to others and behave well
- the curriculum is enriched by a wide range of educational visits, such as to the Touchstones Museum in Rochdale
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now.

- Improve your ability to write creatively and to solve number problems.
- Provide more opportunities for you to explore ideas for yourselves.
- Make sure that all adults who lead subjects are fully involved in helping the school to improve.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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