

All Saints CofE Primary School

Inspection report

Unique Reference Number	105238
Local Authority	Bolton
Inspection number	355734
Inspection dates	24–25 January 2011
Reporting inspector	Colin Smith

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	225
Appropriate authority	The governing body
Chair	Mr Anthony Slack
Headteacher	Mrs Jo Briggs
Date of previous school inspection	8 July 2008
School address	Devon Street Farnworth, Bolton Lancashire BL4 7PY
Telephone number	01204 333083
Fax number	01204 333084
Email address	office@all-saints.bolton.sch.uk

Age group	3–11
Inspection dates	24–25 January 2011
Inspection number	355734

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in eight lessons, involving seven teachers, and also observed several intervention group activities. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at pupils' books; the school's assessments, planning and policies, including safeguarding; and analysed 53 questionnaires from parents and carers and questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- pupils' attainment and progress in English and mathematics, in particular in Key Stage 2
- teachers' use of assessment in providing well matched and challenging activities for different groups of pupils
- the extent to which pupils are informed of what they need to do to improve their work and are able to learn independently in lessons
- the extent to which measures introduced by leaders and managers to improve teaching and raise achievement are providing the school with the capacity to improve
- the quality of provision and learning in the Early Years Foundation Stage, particularly outdoors.

Information about the school

The school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion with special educational needs and/or disabilities is above average. Approximately two thirds of the pupils are of Pakistani heritage. Almost all of these pupils speak English as an additional language, although only a small minority are at an early stage of doing so. Approximately one third of the pupils are White British and a very small number are from other backgrounds. Early Years Foundation Stage provision is made for children aged three to five years in a combined Nursery and Reception unit. Following a six month period, when the school was managed by four different acting headteachers, a permanent headteacher was appointed in September 2010. The school has gained the Woodland Trust Award.

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

3

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 significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required to raise pupils' attainment and improve achievement.

Children mostly enter the nursery with skill levels well below those expected for their age. They make satisfactory progress through to the end of Key Stage 1. However, a combination of weaknesses in teaching and poor attendance over recent years has resulted in pupils making inadequate progress throughout Key Stage 2. This has led to low attainment by the end of Year 6. Since September 2010, senior leaders and managers, with local authority support, have taken decisive action to tackle the underperformance. Signs of recovery are evident. For example, the proportion of pupils attaining the levels expected by the end of Key Stage 1 is rising and the attainment of Year 6 pupils is currently only marginally below the national average. However, the legacy of underachievement remains evident in writing and mathematics in Years 3 to 5, where a significant proportion of pupils have poor basic skills and are working at levels well below expectations for their age. The quality of learning for pupils with special educational needs and/or disabilities, and their progress are satisfactory, which has enabled them to achieve their targets.

The quality of teaching is satisfactory. However, there is insufficient good teaching to close the gap between pupils' current achievement and their capabilities. This is because teachers do not always use assessment precisely enough to ensure a good level of challenge for different groups. Teaching methods do not always stimulate pupils' learning. Satisfactory care, guidance and support ensure that the most potentially vulnerable pupils are supported and all pupils are kept safe. Attendance has improved to an average level. Pupils' behaviour is good and they are willing to learn. They understand the importance of safe and healthy lifestyles and make a satisfactory contribution to the school community. Pupils' application of basic skills is weak. This has a negative impact on their future economic well-being.

Evaluation by leaders and managers, including the governing body, is accurate. Robust systems for monitoring the school's performance have been implemented. Inadequate teaching has been eliminated by the insistence of adherence to strategies, such as marking pupils' work constructively and setting clear targets. Some middle leaders and managers are beginning to influence developments in English and mathematics, although not all subject leadership is as effective. The school's satisfactory capacity for sustained improvement is demonstrated by the gains made in dealing with weaknesses in teaching and learning, and improving pupils' achievement. In particular tracking and reviewing

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

pupils' progress has led to the provision of carefully targeted intervention to help them to catch-up.

What does the school need to do to improve further?

- Improve pupils' progress to raise their attainment in English and mathematics, in particular in Key Stage 2 by:
 - - raising teachers' expectations of what pupils are capable of achieving
 - - increasing further pupils' opportunity and capacity to learn independently
 - - improving pupils' basic literacy and numeracy skills.
- Improve teaching from satisfactory to at least consistently good by:
 - - precise use of assessment to ensure that all pupils are challenged
 - - extending the range of teaching styles and resources to ensure that all pupils are motivated, in particular in writing
 - - sharing the good practice that exists to improve subject knowledge and the range of teaching approaches.
- Improve the contribution of middle and subject leaders and managers by:
 - - providing training to ensure they are equipped with the skills to fulfil their job
 - - ensuring that they monitor, evaluate and implement good quality action plans and report outcomes to senior leaders and managers including the governing body
 - - involving them in gathering and acting upon pupils' views.

Outcomes for individuals and groups of pupils

4

Although most pupils enjoy school, their achievement over time is inadequate. Learning is improving but inconsistencies remain. During the first half of lessons pupils' learning is positive. They watch and listen carefully, answer questions with enthusiasm and enjoy discussions. Later, when expected to improve their skills, the quality of learning is too variable. In the past, pupils had become too dependent on classroom support. Support is now directed to the pupils who most need it and the majority of pupils are beginning to learn to work independently. In Years 2 and 6, where lively and challenging teaching sparks enthusiasm and a strong desire to succeed, pupils work well on their own and sustain their concentration. This is why attainment in Year 6 is improving. In other classes, some pupils still find it difficult to work independently, in particular when writing. Even so, the presentation of pupils' work shows significant improvement and pupils are responding positively to advice given when their work is marked. Over recent years, pupils from the majority groups of Pakistani and White British pupils, who had broadly average attainment by the end of Key Stage 1, have underachieved in Key Stage 2. This includes pupils learning English as an additional language. Pupils with special educational needs and/or disabilities continue to make satisfactory progress because of the sound support provided. More-able pupils' motivation to achieve has enabled them to make satisfactory progress.

Pupils say they feel safe in school. They have positive attitudes to learning and join in school life enthusiastically. They take their roles on the school council and environmental improvement seriously. Pupils understand the importance of leading active and healthy

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

lifestyles, although some have yet to adopt these principles. Although attendance has significantly improved, pupils' weak basic skills are hampering their preparation for the future. Pupils' satisfactory spiritual, moral, social and cultural development has strengths in their good moral and social development evident in the social harmony and good behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	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	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

There are pockets of good practice in teaching, which is satisfactory overall. However, there is insufficient consistently good teaching to quickly and securely recover previously lost ground in pupils' skills, knowledge and understanding in English and mathematics. Pupils are well managed, lessons are purposeful and pupils know what is expected of them. Teachers' explanations and questioning engages pupils and promotes their understanding. Stringent requirements for teachers to base their lesson planning on assessments of pupils' learning are taking effect. Distinct activities are planned for different groups of learners. However, the tasks are not always sufficiently challenging to extend pupils' learning fully, partly because teachers' expectations of what pupils can achieve are not always high enough. Teaching methods are sometimes restricted and confined to an explanation and discussion, followed by pencil and paper tasks. Limited use is made of learning through investigations, enquiry, practical activities and information and communication technology, yet pupils say that these approaches are the ones they most

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

enjoy. Teachers' subject knowledge is satisfactory but only in a minority of classes are pupils inspired by the teacher's enthusiasm and expertise.

Planning for separate subjects ensures a broad and balanced curriculum through which pupils build on prior learning. Leaders and managers are mindful of the need to inject creativity but are determined to ensure that the curriculum is adequately matched to pupils' immediate learning needs. To this end, the place of literacy and numeracy has been strengthened appropriately by including daily sessions to improve pupils' basic skills in reading, writing and number. These are helping to raise attainment. At the same time, the curriculum is enriched, for example, by visits to museums and by providing extra-curricular clubs, which pupils greatly enjoy.

The school provides a very caring atmosphere and pupils trust and confide in adults. Teachers note and act on any concerns. This ensures that potentially vulnerable pupils are promptly identified and supported, often through effective links with outside agencies. Satisfactory induction and transition procedures enable children to settle into school and move smoothly on to secondary school. The analysis of assessments has identified pupils at risk of underachieving. These pupils have an individual learning plan and additional teaching sessions and during the previous term many of these pupils made the progress normally expected in six months.

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	3

How effective are leadership and management?

Leaders and managers are ambitious for the school. The very clear vision and direction provided by the headteacher has unified staff and the governing body towards common goals. For example, rigorous monitoring and evaluation procedures have been introduced, including lesson observations, scrutinising pupils' work and analysing assessments. Teachers are required to write action plans for any pupil at risk of underachieving. Extra support is provided and the impact evaluated to determine success.

The information gathered from checking the work of the school is evaluated to ensure an accurate picture. The governing body welcomes the information, which is helping them to hold the school to account. Additional governors, with a proven track record, have been co-opted and training provided to help them steer the school forward. The school's leaders have produced a comprehensive improvement plan with clear objectives and sharp success criteria, aimed at improving teaching, eliminate underachievement and raise attainment. Leaders have identified important priorities, for example, in developing the skills of subject leaders such as in action planning, holding them to account and ensuring that pupils' views influence their strategic planning.

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

Safeguarding arrangements are satisfactory. Leaders and managers are engaging parents and carers more effectively in their children's learning by seeking their views, providing workshops and explaining how they can support homework. Satisfactory partnerships with health and education agencies, along with strong links with local authority officers, are already helping to improve outcomes, for example, in attendance. Equality of opportunity is appropriately promoted. Harassment and discrimination are strongly resisted. Although attainment does not match all pupils' capabilities, the school has a developing picture of the performance of different groups and which pupils are underachieving. Community cohesion is appropriately promoted in school and evident in the harmonious relationships. The school's action plan to involve the local community is already paying dividends. Although resources are thoughtfully deployed this has not been sufficient to ensure that outcomes for individuals and groups are satisfactory and, therefore, value for money is inadequate.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
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	4

Early Years Foundation Stage

By the end of reception, children's attainment is well below average. Recent improvements have enabled nursery and reception children to learn together in a large well-equipped unit, with immediate access to a purposefully planned outdoor area. By effectively using assessment information, children are grouped according to their levels of attainment for basic literacy and numeracy; this has resulted in quicker progress in language and number skills over the last term.

Children settle into the nursery quickly, behave well and learn the importance of hygiene and playing safely. Provision, including teaching, is satisfactory and improving. Adults have a secure knowledge of young children's learning and development. Observations and assessments of children's learning are increasingly being reflected in teachers' planning of

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

what pupils should learn next. However, the level of challenge is not consistently high and the deployment of adults does not always ensure that children's learning is consistently monitored and extended. Attractive outdoor provision adds stimulation. For example, children were totally absorbed in making dens, despite poor weather. Satisfactory leadership and management of the unit is evident through strengthening links with parents and carers, staff training and a clear action plan to drive improvements, particularly in the acquisition of basic skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

The majority of parents and carers who responded are very positive about the school's work and its impact on their children, particularly over matters concerned with their health and safety and the extent to which parents and carers are kept informed and involved in their children's education. A minority of parents and carers raised concerns about their children's progress and the quality of teaching. Inspectors investigated these concerns and found evidence during the inspection that although teaching is satisfactory it is variable in quality.

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 53 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	60	20	38	1	2	0	0
The school keeps my child safe	33	62	19	36	0	0	0	0
My school informs me about my child's progress	30	57	21	40	1	2	0	0
My child is making enough progress at this school	25	47	21	40	6	11	0	0
The teaching is good at this school	28	53	19	36	5	9	0	0
The school helps me to support my child's learning	26	49	27	51	0	0	0	0
The school helps my child to have a healthy lifestyle	27	51	26	49	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)	23	43	24	45	2	4	0	0
The school meets my child's particular needs	26	49	23	43	3	6	1	2
The school deals effectively with unacceptable behaviour	25	47	23	43	4	8	0	0
The school takes account of my suggestions and concerns	19	36	31	58	0	0	0	0
The school is led and managed effectively	21	40	28	53	3	6	0	0
Overall, I am happy with my child's experience at this school	26	49	25	47	1	2	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



26 January 2011

Dear Pupils

Inspection of All Saints CofE Primary School, Bolton, BL4 7PY

Thank you for welcoming the inspectors to your school and answering our questions so helpfully and politely. I would like to explain our findings.

Although you are safe, happy and cared for in school, you are not doing as well in English and mathematics as you should be. Your headteacher and staff are now assessing your progress more frequently, providing extra lessons and setting higher targets to help you to improve. Teaching is satisfactory. We saw good teaching where learning was fun and you were given challenging work, but this does not happen in every lesson. To ensure you make faster progress we have given your school a 'notice to improve'. This means that other inspectors will visit to check if things are getting better.

The leadership and management of your school are satisfactory. School leaders are making improvements. Inspectors can see that more of you are regularly coming to school, that many of you are beginning to catch up by practising basic skills in literacy and numeracy, and the presentation of your work is improving. At the same time, you are learning more about how to keep safe and stay healthy and taking on more responsibilities, such as working on the school council. We were also pleased that your behaviour is good.

To ensure rapid improvement we have asked the school to do the following things:

- improve your learning and progress in English and mathematics so that your attainment rises
- make all the teaching the best it can be, so that you learn more in every lesson
- ensure that all subject leaders help the headteacher to check how well you are doing.

You can all help by letting your teachers know if work is too hard or too easy for you, by concentrating hard on your work, doing your homework and reaching your targets. I wish you all the best for the future.

Yours sincerely,

Mr Colin Smith

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.