

# Saughall All Saints Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	135736
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	360742
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Paul Bamber

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Lewis
<b>Headteacher</b>	Mrs Donna Prenton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Church Road Saughall, Chester Cheshire CH1 6EP
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<b>Email address</b>	admin@saughallallsaints.cheshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons involving 13 teachers. Meetings were held with staff, a representative of the governing body and with parents and carers. Discussions were held with groups of pupils. Inspectors observed the school's work, and looked at a range of documentation including, the school development plan, data relating to pupils' progress and attainment, safeguarding policies, records of the school's checks on the quality of teaching and learning and reports written by the School Improvement Partner.

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

- Progress in mathematics in Key Stage 2 and in the Early Years Foundation Stage.
- Whether the school's actions to increase the proportion of pupils in Year 2 attaining at the higher Level 3 in writing are succeeding.
- The effectiveness of the new senior management team in accurately evaluating the school's strengths and weaknesses and uniting the staff as a team that has high ambition for continued improvement.

## Information about the school

Saughall is larger than average size for a primary school. It was formed through the amalgamation of separate infant and junior schools in November 2009. Pupils predominantly come from White British backgrounds. There are lower proportions than average of pupils with special educational needs and/or disabilities, who speak English as an additional language or who are known to be eligible for free school meals. There is a lower percentage than normally found of pupils who have a statement of special educational needs.

The current deputy headteacher was appointed in January 2011. The school has been awarded national Healthy School status and has the Activemark.

**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. Since the amalgamation the headteacher, other senior leaders and the governing body have worked effectively to ensure that staff have gelled very well as a team and share the ambition to continually improve the school's effectiveness. Aspects of the school's work are outstanding. Pupils' overall outcomes are excellent, with their attainment high by the time they leave the school and their achievement outstanding. Their behaviour is exemplary and they very sensibly adopt a healthy lifestyle. Many of the very positive outcomes for pupils stem from the high quality of the care, guidance and support provided. That they thoroughly enjoy school is evident in pupils' very positive attitude to learning, in their high attendance and in their keen participation in the many out-of-class activities that are provided through the good and well-enriched curriculum.

Pupils make good progress through each key stage from their overall nationally expected starting points. Their progress is especially good in reading and in developing an extensive vocabulary with which to articulate their ideas and responses. Although good, progress in mathematics, especially of more-able pupils, is not as strong as in English.

The good quality of teaching enables pupils to achieve exceptionally well overall, both academically and personally. Pupils, in their responses to the questionnaire and in discussions with inspectors, were very positive about the quality and their enjoyment of learning. The school is very effective in supporting the learning and personal development of more vulnerable pupils and support assistants play a vital role in this excellent provision. In contrast and particularly in mathematics lessons, teaching assistants are not always effectively deployed during the introduction to lessons. Whilst the curriculum meets pupils' needs well overall, and pupils' spiritual, moral and social development is very well promoted, provision is less effective in developing pupils' cultural awareness, especially important given the mono-cultural area in which they live.

Leaders and managers have a very secure knowledge of the school's effectiveness, including those areas that need further development. Effective action has already been taken to narrow gaps between boys' and girls' attainment and between pupils' achievements in reading and writing. Measures to further enhance provision in the Early Years Foundation Stage are also proving successful. The newly established governing body has already proved itself competent in challenging aspects of the school's performance. These factors demonstrate the school's good capacity to maintain high standards and to further improve.

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

- Ensure that pupils' progress in mathematics matches that in English, especially that of the more able, by:

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- - setting tasks that more precisely match pupils' needs and asking questions that suitably challenge them throughout lessons, not just when pupils work independently or in groups
- - deploying teaching assistants more effectively during the introduction to lessons
- - enabling and encouraging pupils to routinely use information and communication technology to support their work in mathematics lessons
- - ensuring that when teachers mark pupils' mathematics work they not only evaluate what they have done but provide guidance for pupils on what they need to do to improve.
- Promote pupils' cultural development more effectively by:
  - - enabling pupils to engage with those from different ethnic, religious and socio-economic backgrounds
  - - celebrating more widely through the school, the culture represented by the modern foreign language, French, that is taught to pupils.

**Outcomes for individuals and groups of pupils****1**

Pupils thoroughly enjoy school and very much appreciate their lessons. Typically, they are extremely attentive, listening closely to teachers' explanations and to their classmates' contributions. They are very keen to succeed and present their work with pride. Pupils eagerly respond to questions, are very comfortable working in pairs or teams to share ideas and learning, and they articulate their thoughts very clearly. These very positive attributes were evident in lessons in both Key Stages 1 and 2. In a well taught Year 6 English lesson, pupils demonstrated a high degree of independence and responsibility in their learning. These many very positive factors contribute significantly to pupils' excellent achievement.

Pupils' attainment is particularly high in reading, with well over half of Year 6 pupils attaining at Level 5. Effective action by senior and middle leaders has ensured that pupils' writing is now improving rapidly in this subject. For example, in Year 2 many more pupils than last Year are attaining at the higher Level 3 in this subject and in Year 6 pupils are achieving much higher than expected standards. Although attainment is well above average in mathematics, the proportion of pupils in Year 2 and Year 6 reaching the higher Level 3 and Level 5 is only average, and overall pupils' progress in this subject is not as good as in English. Pupils with special educational needs and/or disabilities make good progress because the support they receive is well-tailored to their needs, especially in promoting their literacy skills and their personal development.

Pupils feel very safe in school and know how to avoid unnecessary risks and how to stay out of harms way, including when using the internet. They are confident, polite and respectful. They take their responsibilities as play leaders, road safety officers and as school councillors very seriously. Pupils are very aware of the benefits of sensible eating and of taking regular exercise. There is a much larger than average take-up of healthy school lunches. Many pupils cycle to school and most participate in sports clubs and in cross-county running in year groups at lunchtime. Pupils' excellent behaviour contributes significantly to the very positive relationships evident throughout the school and to the good quality of their learning. Their high attainment and excellent attendance, together with pupils' growing understanding of enterprise and of sustainability, mean that they are

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well prepared for the next stage of their education and for life in a modern society. That this is not outstanding is because they do not always apply some of their skills as well as they might to their learning across the curriculum.

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

The overall good quality of teaching contributes well to pupils' excellent outcomes. Where teaching is at its best, pupils are fully engaged in tasks that challenge and interest them and that ensure they make rapid progress. In these lessons, teachers ensure that pupils are crystal clear about what they should learn and achieve by the end of the lesson, and through searching questioning, determine the extent to which that has been achieved. A common feature in all lessons is the warmth of the relationships evident that contributes very effectively to positive and purposeful learning. In many lessons, teachers use paired work to enable pupils to share ideas and to prepare answers. This has a very positive impact on pupils' attainment, progress and personal development. Pupils are encouraged to be independent in many areas of their work but during the inspection, there was very little evidence that teachers expect them to routinely use information and communication technology (ICT) to support their learning in lessons. Teaching assistants are effective in supporting pupils during the time when they work on their own or in groups. However, during whole-class sessions, especially during the introductions, they are often underused. During these sessions in mathematics lessons, there is often not the same challenge for

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pupils in the tasks teachers set or the questions they pose as is evident throughout the rest of the lesson. These relative weaknesses impact most on pupils' progress in mathematics, especially that of the more able pupils. On-going assessment to support learning in lessons is effective, with teachers providing suitable guidance, prompts and interventions. The quality of marking is very good in English but that in mathematics less so because teachers rarely provide pupils with pointers on how to improve.

The effective curriculum ensures that pupils achieve extremely well and develop excellent basic skills by the time they leave Year 6. It promotes pupils' personal development very effectively and through a wide range of extra-curricular activities, including residential visits for Years 2, 4 and 6, provides pupils with many opportunities to develop skills and interests they might pursue into adulthood. The school's good use of outside providers adds considerably to pupils' physical and aesthetic development. Currently, the curriculum is not entirely effective in helping pupils to apply their basic skills across subjects or in promoting pupils' cultural development, especially in extending their awareness of French culture through notices, signs and display, and by using the French language across the curriculum.

The high quality care, guidance and support pupils receive underpin how much they enjoy school, feel safe and thrive academically and personally. Very well-targeted support, especially for more vulnerable pupils and for families who are finding life more difficult than most, enables all pupils to make the best of the opportunities the school provides. There is always an adult to whom a pupil, parent or carer who has a difficulty or concern can turn. Parents and carers are particularly complimentary about this aspect of the school's work. Robust strategies to ensure excellent behaviour and attendance work very well as do procedures to ensure the health and safety of all those who learn and work in the school. There are highly effective arrangements for pupils' induction into and transfer out of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, governing body and senior staff have quickly established a high benchmark for the school's performance after the amalgamation 18 months ago. They have already embedded a strong ambition amongst the rapidly united staff to strive to meet challenging targets. Solid foundations have been laid and effective plans put in place, based on perceptive self-review, to further enhance the effectiveness of the governing body and of middle leaders. The relatively newly formed governing body has already been proactive in challenging the school's performance and in managing the

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amalgamation, but has still to fully implement the process of individual governors overseeing subject areas. Middle leaders have yet to fully develop their monitoring role. Teaching and learning is well managed as a result of effective checks on their quality by senior leaders and through relevant continuous professional development.

Safeguarding is promoted well. As well as procedures and policies fully meeting statutory requirements, risk assessments are thorough and pupils are reminded

on a daily basis to act safely. The school ensures good equality of opportunity, for example, through the rigorous tracking of pupils' academic progress and personal development and through monitoring pupils' participation in out-of-school activities.

Pupils' openness and acceptance of each other and visitors of all ages and backgrounds is testament to the success of the school's efforts to eliminate discrimination. The school knows its local community well and works successfully with partners, such as the church, to serve its needs. There are links with communities in Kenya and Australia, but the school's promotion of community cohesion is good rather than outstanding because the pupils have little or no opportunity to appreciate the diversity of areas of the United Kingdom where people are from markedly different backgrounds and racial groups.

The school's engagement with parents and carers and partnerships with other schools and agencies, are effective in promoting pupils' learning and well-being and in enhancing provision. Although pupils' outcomes are excellent, the overall value for money provided is good. This is because valuable resources such as teaching assistants and expensive ICT equipment are not always fully utilised to support pupils' learning in lessons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Early Years Foundation Stage

Children settle in quickly and happily when they join reception as a result of an effective induction system. They make good progress from their starting points, especially in communication, language and literacy, in their personal development and in their creative development. As a result of effective provision, children are confident, motivated and independent. They develop very positive relationships with each other and with adults. Outcomes are not outstanding because there is not always sufficient challenge in activities to ensure that the most able pupils achieve as well as they might. Children enjoy their time in reception, using indoor and outdoor areas equally, to explore and learn. Adults are effectively deployed to support children's development and diligently record their progress, although this information is not always used to precisely plan children's next steps. The good development of children's knowledge and use of letter sounds is particularly effective in promoting early reading and writing skills. Leadership and management are good with self-review used well to make appropriate changes in provision, for example, to increase the amount of child-initiated activity compared to adult-led, and to ensure that the teaching of basic literacy and number skills better reflect children's different abilities. Relationships and communication with parents and carers have been well nurtured, contributing well to children's induction and learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A slightly higher than average proportion of parents and carers responded to the questionnaire. The overwhelming majority who did respond and the parents and carers who met with inspectors, were very positive about all aspects of the school's work. They were particularly pleased with how much their children enjoy school, feel safe and are encouraged to adopt healthy lifestyles, and how well prepared they are for transition to high school and beyond. They were also very positive about how well their children progress academically and the quality of teaching. Inspectors endorse these positive views. The very few individual concerns were brought to the attention of the school and inspectors' judgements about these matters are reflected in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Saughall 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	73	28	25	1	1	1	1
The school keeps my child safe	82	73	29	26	1	1	1	1
My school informs me about my child's progress	70	62	40	35	2	2	1	1
My child is making enough progress at this school	73	65	37	33	2	2	0	0
The teaching is good at this school	80	71	29	26	3	3	0	0
The school helps me to support my child's learning	66	58	42	37	5	4	0	0
The school helps my child to have a healthy lifestyle	72	64	40	35	1	1	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)	58	51	49	43	1	1	0	0
The school meets my child's particular needs	72	64	38	34	3	3	0	0
The school deals effectively with unacceptable behaviour	65	58	40	35	3	3	0	0
The school takes account of my suggestions and concerns	53	47	49	43	5	4	0	0
The school is led and managed effectively	68	60	37	33	4	4	2	2
Overall, I am happy with my child's experience at this school	77	68	32	28	3	3	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	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](http://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"><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 pupils' 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.**



30 March 2011

Dear Pupils

**Inspection of Saughall All Saints Church of England Primary School, Chester, CH1 6EP**

Thank you, on behalf of the inspection team, for the very warm, friendly welcome you gave us recently when we visited for two days to see how well you are getting on with your learning. A special thank you goes to those of you who gave up your lunchtime to talk with inspectors. You are getting a good education at Saughall.

You reach high standards for your age by the time you leave Year 6, you make good progress in learning and you grow up to be very well behaved young people who live a healthy lifestyle and get on very well together and with adults. Your attendance is also excellent. You do so well in school because you are extremely well looked after and are taught well, and you have lots of interesting things to do both in and out of lessons.

You headteacher and the other adults who run the school do a good job and know what to do to improve the school even more. To help with this I have asked your headteacher and the governing body to do the following things:

- to make sure that you make as good progress in mathematics as you do in English, especially those of you who find learning easier than most
- to help you meet up with children or adults who come from very different backgrounds from your own so that you can learn more about how they live and feel.

I have also asked that you learn more about France and the French people from displays, signs and by speaking French in other lessons.

Thank you again for your help with the inspection.

Yours sincerely,

Paul Bamber

Lead Inspector

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