

All Saints Catholic Primary School

Inspection report

Unique Reference Number	132208
Local Authority	Sefton
Inspection number	360398
Inspection dates	27–28 April 2011
Reporting inspector	Nigel Cromey-Hawke

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	420
Appropriate authority	The governing body
Chair	Mrs Julia Mosinski
Headteacher	Mrs Angela Holleran
Date of previous school inspection	25 June 2008
School address	Chesnut Grove Bootle Merseyside L20 4LX
Telephone number	0151 288 6420
Fax number	0151 288 6449
Email address	head.allsaints@schools.sefton.gov.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 21 lessons, observing 15 teachers and 16 classes. They also held meetings with members of the governing body, staff, parents and carers and groups of pupils. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 88 parents and carers, 98 pupils and 35 staff were scrutinised.

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

- What the school is doing to raise attainment and achievement across the school and improve pupils' attendance.
- How challenging teaching is, especially for the more able.
- How well informed, cohesive and focused staff are in driving improvement forward under the new leadership of the school.

Information about the school

Almost all pupils in this larger-than-average primary school are White British. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the number with a statement of special educational needs. There are very few pupils in local authority care. The number of pupils known to be eligible for free school meals is well above average. The school has Healthy School status, the Activemark and the International Schools awards. The school operates its own breakfast club. The school has suffered significant staffing upheaval over the last two years as a result of the amalgamation of two schools and the move to a new site. This has included an extended period of temporary leadership prior to the appointment of the current headteacher in September 2010.

There is an independently organised children's centre on-site. This is inspected separately and its report can be found on the Ofsted website.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features and makes a significant difference to the personal development of many of its pupils. The large majority of parents and carers are highly supportive of its work.

Following a restructuring of staffing after the amalgamation, the school is improving rapidly under the leadership of the new headteacher. New ways of working have been introduced that are accelerating most pupils' progress. Children enter the Early Years Foundation Stage with basic skills that are well below those typical for their age. They get a satisfactory start to their learning because of the satisfactory teaching, curriculum and leadership and management there. Pupils' progress through the rest of the school is also satisfactory, but improving securely and quickly. Attainment on leaving the school in Year 6 is low but rising, although weaknesses remain in some classes in writing and in the proportion of higher levels being gained. Pupils with special educational needs and/or disabilities also make satisfactory progress, as do the pupils in local authority care.

The quality of teaching is satisfactory but variable. There is a small amount that is outstanding. Some lessons lack sufficient challenge for the more able, are too teacher directed and do not develop pupils' speaking and listening skills sufficiently well. The satisfactory curriculum has strengths in the arts and sports. Together with their good behaviour, understanding of healthy lifestyles and good personal development, pupils' spiritual, moral, social and cultural development is good. Pupils enjoy their time in school and their attendance is improving fast, due to the good care, guidance and support they receive in school. The persistent absenteeism of a small group of pupils remains high, however. The school has a clear understanding of its strengths and areas for development and knows that many of its recent developments have yet to be fully embedded and become effective across the school. Consequently, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
 - developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
 - further developing pupils' writing skills so that they can better communicate their learning

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- promoting more effective independent learning by allowing pupils to demonstrate their understanding without adult support
- providing sufficient challenge in lessons, especially for the more able.
- Further improve attendance, especially that of persistent absentees, by focusing closely on those strategies that are proving most effective.
- Embed the new ways of working across all areas of the school and evaluate their impact, to better support the drive for improvement.

Outcomes for individuals and groups of pupils**3**

In lessons, most pupils acquire knowledge, develop understanding and learn and practise their skills in a satisfactory way. They are keen to succeed, mostly apply themselves well in lessons, work at a good pace and enjoy themselves when provided with appropriate tasks and guidance. Pupils' attainment on leaving in Year 6 has in the past been consistently low but their learning and progress from very low starting points has often been good. Last year, there was evidence of underachievement, due to a lack of continuity of staffing and some weaker teaching. Upon taking up her post, the new headteacher put in place a programme of intensive support and challenge, helped by the local authority. As a result, though attainment remains low, it is rising rapidly across the school as new ways of working begin to have an impact. A wide range of support programmes is now helping pupils to make up lost ground, although some areas of weakness remain in writing in some year groups, which limits some pupils' ability to demonstrate their learning effectively. The proportion of pupils gaining high levels for their age also remains below average. However, inspection evidence and school data show that the majority of pupils are now making secure, often rapid, and at least satisfactory progress. A minority of pupils are making accelerated progress.

Pupils say they feel safe in school and value the recent developments. Behaviour has improved and is now good across the school, and often very good in the best lessons. The school places a high priority on developing pupils' understanding of healthy living, reflecting the awards it has gained and the quality of care within the school. Pupils are increasingly taking on responsibilities for the everyday running of the school via new structures such as the class councils. Community involvement is strong. The attendance of the vast majority of pupils has improved dramatically over the last year and is now average but attendance is low overall because of a core of persistent absentees. Pupils' spiritual, moral, social and cultural development is good, often from low starting points, and reflects the strong Catholic values of the school and the extensive contribution that pupils make to the arts and music. The new building has also provided improved facilities for information and communication technology and pupils are developing good skills in this area. Given their levels of basic skills and personal qualities, pupils are appropriately prepared for the next stage in their learning.

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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	4
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	3
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	4
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?

Teaching and learning across the school are satisfactory. Much current teaching is good and some is outstanding, reflecting the recent changes and improvements within the school. In the better lessons, good planning ensures that varied and often practical activities are provided that meet the needs of pupils well. The school has developed more accurate assessment and target-setting procedures over the last year and in the good lessons the results of these findings clearly inform teaching. In the weaker lessons, this rigour is not evident, however, and the legacy of past weaker teaching is still being overcome. Assessment data are not yet used well enough by all teachers to provide sufficient challenge for the more able. Some teachers talk too much in lessons and pupils are not sufficiently encouraged to think and work independently. In some lessons pupils' speaking and listening skills are underdeveloped and they do not learn as effectively as they could from each other or from adults in the classroom.

The curriculum is currently undergoing a major review. Some aspects are well established, such as the provision for the arts and sport through the school's good partnership working. These contribute well to pupils' personal development. An increasing use is being made of visits and visitors, which are helping to make learning interesting and relevant. Other aspects of the curriculum, such as numeracy and writing, have been fundamentally changed and the new programmes of work are beginning to have an impact on pupils' learning. The needs of pupils whose circumstances make them vulnerable are being

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increasingly well met through a wide range of support programmes delivered by teaching assistants and other adults. There is a good range of extra-curricular activities which are well supported by pupils.

The care, guidance and support provided by the school are good. The inclusion team plays a central part in communicating with families over pupils' welfare. The school also works very well with a wide range of agencies. The school has very strong links with the on-site children's centre and together they provide extensive family learning opportunities to meet a wide range of needs. The breakfast club ensures that a large number of pupils get a good start to the day and includes an extensive programme of health awareness. The school is tackling attendance very robustly, including taking legal action. The parent support advisor and two learning mentors provide high quality monitoring and support for poor attenders and great efforts are made to ensure that pupils are able to catch up on their learning following any absences. The success of the school's overall welfare provision is seen in the often good progress many pupils make from their starting points in their personal development by the time they leave the school.

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

How effective are leadership and management?

The headteacher has a clear vision for the school and, together with the staff and governing body, is driving improvement forward with determination and skill. Staffing has been stabilised, there are new roles and responsibilities and there is clear evidence of a greater consistency in the quality of teaching and learning. The leadership and management of teaching are currently satisfactory but improving well. However, many new ways of working are not fully established, practice varies and the impact of initiatives has not yet been evaluated. As a result, the drive for improvement is not yet consistently effective across the school. Self-evaluation is broadly accurate and there are good plans in place for bringing about further improvement. Safeguarding practices are good, reflecting the levels of care within the school. There is especially good practice in staff training, site risk assessments and the monitoring of the welfare of its pupils. The promotion of equal opportunities is satisfactory, with variability in the quality of teaching but gaps in pupils' performance being reduced. Discrimination is rare and when encountered is dealt with well. Engagement with parents and carers is satisfactory. It is developing well, however, as the school shows the effectiveness of its new practices, such as the better systems to communicate with them over their children's progress. The school works closely with its neighbouring schools and has led significant training for them and others on the social and emotional welfare of pupils. Community cohesion is satisfactory, with the school temporarily suspending its many previous international links, while it restructures following

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the amalgamation. The governing body has been reconstituted following the amalgamation but already has a good understanding of the strengths and weaknesses of the school and is increasingly supporting and challenging its work.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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

Good induction arrangements, including home visits, ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily into the safe and secure environment of the Early Years Foundation Stage. There is a strong focus upon developing children's social, mathematical and language skills and children make satisfactory progress in their learning overall. This is reflected in their good behaviour and in their ability to play and work together well. Teachers are well aware of children's interests and regularly assess the progress they make in their learning. They communicate this information well to parents and carers. Welfare provision and care are good. Teaching is satisfactory, with some that is good in the Reception classes. The outdoor area is well used, although the school recognises that its resources for pupils' physical development need extending. There is a satisfactory balance of activities that children choose for themselves and those that are teacher-directed. Support for vulnerable children is good, but extension activities for the more able are less effective. Leadership and management are satisfactory. Staff training is up to date and there are good plans in place for bringing about further improvement.

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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 large majority of parents and carers who returned the questionnaires are happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. A small minority expressed concern over how the school informs them about the levels of progress made by their children and the extent to which the school takes account of their suggestions and concerns. Inspection evidence found these aspects to be at least satisfactory. A few parents and carers consider that the school does not deal with unacceptable behaviour effectively, that it is not well led and managed and are overall unhappy with their child's experience at school. Inspection evidence showed behaviour to be good, and leadership and management to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Catholic 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	52	35	40	6	7	1	1
The school keeps my child safe	49	56	34	39	2	2	2	2
My school informs me about my child's progress	27	31	41	47	15	17	4	5
My child is making enough progress at this school	34	39	45	51	4	5	2	2
The teaching is good at this school	39	44	42	48	2	2	3	3
The school helps me to support my child's learning	26	30	51	58	7	8	2	2
The school helps my child to have a healthy lifestyle	38	43	47	53	2	2	1	1
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)	24	27	48	55	6	7	1	1
The school meets my child's particular needs	35	40	45	51	3	3	2	2
The school deals effectively with unacceptable behaviour	28	32	43	49	9	10	6	7
The school takes account of my suggestions and concerns	26	30	42	48	10	11	7	8
The school is led and managed effectively	30	34	39	44	9	10	7	8
Overall, I am happy with my child's experience at this school	36	41	37	42	11	13	3	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



3 May 2011

Dear Pupils

Inspection of All Saints Catholic Primary School, Bootle, L20 4LX

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

All Saints is a satisfactory school. It has some good features and is improving rapidly under the leadership of the headteacher, governors and staff. You get a satisfactory start to your learning in the Nursery and Reception classes and make satisfactory progress as a result of the teaching, care, and leadership and management there. Your progress within the rest of the school is also satisfactory, but improving rapidly as a result of changes in teaching and the introduction of new ways of working. Those of you who find learning difficult also make satisfactory, and in some cases, good progress. Much teaching is now good and some is outstanding. The range of subjects that you take is satisfactory but being improved to make your learning more interesting. The levels of care, guidance and support you receive are good and have helped to improve behaviour, which is now good. Well done! As a result, the vast majority of you say you enjoy school and find it a safe and welcoming place. You know what it means to lead a healthy lifestyle and many of you take part enthusiastically in the sporting and artistic opportunities provided by the school. We have asked the school to consider the following things that will help make it improve.

- Make sure that all your lessons are at least good.
- Further improve attendance, especially for those of you who are frequently absent.
- To ensure that the new ways of working that have been introduced recently are followed consistently by all staff and their impact is evaluated.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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