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Mrs Margaret Hyde
Headteacher
All Saints Catholic Primary School
Church Street
Old Glossop
SK13 7RJ

Dear Mrs Hyde

Requires improvement: monitoring inspection visit to All Saints Catholic Primary School

Following my visit to your school on 4 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure that pupils are provided with more opportunities to apply their knowledge of place value and skills in calculations in a wider range of subjects
- improve your school improvement plan by including milestones relating to the progress and attainment of pupils, as well as who is responsible for managing change, so that governors and senior leaders can evaluate the impact of the leaders' actions more rigorously.

Evidence

During the visit, meetings were held with you, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. We conducted a tour of the school and I spoke to pupils about their work. I evaluated your plans for improvement and considered documentation

relating to the monitoring of teaching. I reviewed your most recent data on pupils' progress and attainment. I looked at a range of pupils' work and evaluated the quality of marking.

Context

You have re-organised your senior leadership team so that from 1 September 2013 there is a leader for Key Stage 1 and another for Key Stage 2.

Main findings

You have given teachers clear guidance about what is expected in their practice. Teachers have responded positively and this is leading to improvements in the quality of pupils' learning. Teachers are using their assessment of pupils' learning more precisely to make sure that work is pitched at the right level for pupils of different abilities. This is helping pupils to make improved rates of progress during lessons. Pupils say that the introduction of the new curriculum is making learning more enjoyable. In particular, they showed me how they are improving their writing because they are applying their skills across a wider range of subjects. However, they have not been given the same opportunities to apply their knowledge and skills in mathematics. Teachers are providing pupils with more detailed feedback about their learning. As a result, pupils are now expected to correct their mistakes and they are being given more opportunities to show how they have improved their work.

You have developed the skills of the leaders of Key Stages 1 and 2 in making checks on the quality of teaching. Together you are checking more frequently, through your visits to lessons and looking at written work, the extent to which teaching is having a positive impact on pupils' learning. This is enabling you to provide teachers with detailed feedback regarding strengths of their practice as well as to set targets for improvement. You are supporting teachers to improve by organising coaching from your most effective practitioners from both schools within the federation.

It is not clear in your school improvement plan how the impact of leaders' planned actions and those which are in response to your on-going checks, will be measured, in relation to raising pupils' attainment. Also, your plan does not always allocate different roles for managing, monitoring and evaluating each action point. The lack of clarity in the plan makes it more difficult for governors to hold leaders to account for the rates of improvement in the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has provided effective training for staff with leadership responsibilities in developing their skills in making judgements about the quality of teaching. As a result, staff are drawing together evidence from visits to lessons and pupils' work to make clear recommendations to teachers on how to improve their practice.

The local authority advisor has a good understanding of both schools in the federation. He has developed a plan of support which draws upon the expertise of staff in each school as well as local authority consultants, in order to help the school implement its plans for improvement.

I am copying this letter to the Chair of the Governing Body, the Diocesan Director of Education for Nottingham and the Director of Children's Services for Derbyshire.

Yours sincerely

David Carter

Her Majesty's Inspector