

All Saints Catholic Primary School

Church Street, Old Glossop, Glossop, SK13 7RJ

Inspection dates 18–19 September 2014

| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The teaching of writing and mathematics is not consistently good or better. As a result, some pupils do not make the best progress they could, particularly the most able.
- Pupils do not always receive clear and precise guidance through feedback and marking to ensure they improve their own work effectively.
- Sometimes teachers do not check pupils' progress often enough during the lesson to make certain they achieve all they can.
- Sometimes the work set for pupils, including the most able, does not provide the right level of challenge or support to help pupils of different abilities make their best possible progress.
- Subject leaders do not make full use of measures of pupils' progress in each subject to ensure that teaching and learning have sufficient impact on improving pupils' achievement.
- The new governing body has strengths, but it does not yet make maximum use of data on pupils' progress and attainment to fully contribute to school improvement.

The school has the following strengths

- Overall, the senior leaders and governing body have worked well with the local authority to develop teaching and learning. This improvement is very evident in the good quality of presentation pupils now achieve in their work.
- The newly appointed executive headteacher and assistant headteacher provide a clear and appropriate direction for future improvement.
- Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1.
- Disadvantaged pupils achieve well and reach standards which are at least in line with those of their peers.
- Reading is taught well throughout school and standards are well-above average by the time pupils leave Year 6.
- Pupils are thoughtful and considerate to others. They behave well and feel safe. They have a good sense of fairness and their spiritual, moral, social and cultural development is well provided for.

Information about this inspection

- The inspector observed seven lessons and conducted several shorter observations of teaching and learning in classrooms, including joint observations with the headteacher and assistant headteacher. The inspector also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities. Some of the discussions were conducted together with the inspector for the federated school.
- The inspector took account of the 15 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs, including those with statements of special educational needs, is well below that found in most schools.
- The proportion of disadvantaged pupils, that is those who receive support through the pupil-premium funding, is about one in eight pupils and below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after.
- The large majority of pupils are White British.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school entered a hard federation with St Margaret's Catholic Primary School in April 2014 and a new governing body was formed to manage both schools. The headteacher of All Saints Catholic Primary leads both schools as executive headteacher, and the Year 6 pupils are taught together at St Margaret's as they were at the previous inspection. The Year 6 pupils were participating in an out-of-school visit on the first day of the inspection.
- The new executive headteacher took up his post in September 2014, two weeks before the inspection. The assistant headteacher was newly promoted from within the federation and moved to All Saints Catholic Primary School to teach the Early Years Foundation Stage.
- The school runs a Forest School programme.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement in writing and mathematics, particularly for the most-able, by:
 - setting work which provides a consistently good level of challenge to pupils of differing abilities, including the most able, and contributes to their rapid progress
 - regularly checking on pupils' progress while they are working to ensure they are learning and progressing well at all times
 - making full use of marking and feedback to help pupils improve their work and deepen their learning.
- Strengthen the leadership and management more, by:
 - ensuring the governing body is well informed through rigorous analysis of all available data on pupils' achievement
 - improving subject leaders' accountability for improving pupils' achievement in each subject through effective use of all measures of pupils' progress.

Inspection judgements

The leadership and management requires improvement

- Subject leaders are not yet fully accountable for raising achievement in their areas of responsibility. Although they are making more regular checks on teaching and learning through scrutiny of pupils' work and lessons, they do not analyse the outcomes of tests and assessments closely enough to target their work sharply and address all weaknesses.
- Similarly, the new governing body does not make full use of all data, particularly on pupils' progress, to ensure members are well placed to challenge the leadership and ensure the best rates of school improvement.
- Senior leaders, staff and the governing body have worked alongside the local authority to make improvements which have seen standards steadily rise. Several weaknesses in the quality and effectiveness of teaching have been overcome. The new executive headteacher has a clear focus on building more rapidly on the school's strengths as staff develop their new roles within the federation following the retirement of the previous headteacher.
- Senior leaders act as good role models for other staff through their own teaching and support. Leaders are especially helpful to those new to the profession.
- The support of the local authority is good. It has provided strong support to staff to improve the accuracy and regularity of assessment procedures. There is further training planned to develop effectiveness of senior and middle leaders.
- The school is working closely with the local authority to establish new assessment procedures following the removal of National Curriculum levels. These are still to be fully implemented and it is too soon to measure their impact.
- The school has appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil-premium funding is effective in narrowing any gaps in progress and attainment between disadvantaged pupils and others throughout school and at the end of Year 6. Initiatives are sharply focused on the individual pupils concerned and ensure that the specialist teaching they receive is of a good quality and boosts learning quickly.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination in the school. However, the school is not yet fully effective in ensuring that pupils consistently achieve the best they can.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record keeping and vigilant staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum. Through religious and personal and social education, pupils develop a good appreciation of different faiths and beliefs and gain a good understanding of life in modern British society. They learn to present a balanced argument in their English and history studies and to respect those who hold a morally justifiable alternative view to their own. The Forest School programme enables all pupils to develop their ability to solve real-life logistical problems through exciting use of the outdoors.
- The school makes a good contribution to pupils' health and well-being. Effective use is made of the primary school physical education and sports funding. The school is building on an already successful programme of specialist physical education by further developing the skills of all staff and widening the range of clubs and inter-school team games.

The governance of the school:

- The governing body is well led and managed. It has reviewed its effectiveness with support from the local authority and restructured accordingly. However, it is still developing the use of data to improve its effectiveness in measuring rates of school improvement and challenging the leadership. Statutory requirements are met. Governors play a full role in making decisions as to whether teachers and other staff should be rewarded with salary increases and in reviewing targets for the headteacher. They take advantage of a range of training opportunities to improve their effectiveness and are working closely with the local authority in the development of assessment procedures and safeguarding. Governors ensure the school is a safe environment for all users.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care all adults show them. They are usually strongly engaged in their learning and eager to succeed. Occasionally, their concentration wanes when they are not sufficiently challenged or kept on task, but they very rarely misbehave.
- Pupils play and work together well. The school makes particularly good use of outdoor spaces at break, lunchtimes and in Forest School sessions to help pupils develop cooperation and leadership skills.
- Pupils take responsibility eagerly and support others. For example, the school council gathers the views of other pupils and acts on them to improve the school environment. The older pupils take roles in looking after younger pupils at breaktimes.
- The school's work to keep pupils safe and secure is good. Leaders make sure access to the building is secure. Pupils say they feel safe. They have a good knowledge of potential bullying situations, including racial and homophobic concerns and cyber bullying. They have a good understanding of how their behaviour affects others and know that they should be kind and considerate. They comment that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's record-keeping procedures and the large majority of parents agree with their children's positive views.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance is consistently above average and very few pupils are regularly absent. The school uses pupil-premium funding well to support attendance of disadvantaged pupils and those whose circumstances make them vulnerable.

The quality of teaching requires improvement

- Marking and feedback are not always effective in helping pupils to improve their own work in writing and mathematics. There have been improvements since the previous inspection, but comments do not consistently provide precise guidance to help pupils improve their own work efficiently. Pupils are not always given the opportunity to address errors and make improvements in a timely fashion.
- There are insufficient checks and assessment of pupils' progress while they are working to ensure they make the best progress they can. Occasionally, pupils take too long to produce their work, particularly in writing, and do not achieve all they could as a result.
- Sometimes the work set for pupils, especially the most able, does not provide an appropriate level of challenge to help them achieve the best they can. For example, in mathematics, pupils sometimes spend too long working on sums they have quickly mastered before moving on to greater challenge. In some situations, the work intended to deepen pupils' learning extends the amount they do rather than building on their skills and knowledge.
- The teaching of reading is very effective. The teaching of letters and sounds (phonics) lays a firm basis for later learning. Pupils' comprehension skills and their enjoyment of fiction and non-fiction are developed consistently well at all stages.

- There is a good atmosphere for learning. Pupils respond well in their behaviour and positive attitudes. Classrooms are attractive and orderly.
- Teachers' expectations are high with regard to standards of presentation in pupils' work. Neatness and improved presentation of written work show marked improvement since the previous inspection. However, pupils do not consistently make effective use of language in all their written work.
- Pupils often make good use of 'learning walls', word banks and other reference guides, including information and communication technology to reinforce their learning.
- Teaching assistants are deployed well. Timely extra help and support for disadvantaged pupils, disabled pupils and those who have special educational needs contribute well to their learning.

The achievement of pupils

requires improvement

- Too few pupils make consistently better progress than that expected nationally in writing and mathematics to ensure that their achievement is the best that it can be and they reach their full potential. Although standards are usually above average in national tests in these subjects by the end of Year 6, the proportion of pupils who improve from the higher levels at Year 2 to the higher levels at Year 6 is below average.
- The most-able pupils do not consistently reach the highest standards they could by the end of Year 2 and Year 6. Work set for them does not always ensure they build rapidly on their earlier learning. They do not deepen their learning as rapidly as they could through tackling challenging work soon enough – particularly in mathematics and writing.
- Overall, there has been a positive trend of rising standards by the end of Year 6 and a steady rise by Year 2. This improvement is the result of teachers' slowly improving expectations of what pupils can achieve. However, leaders at all levels are not yet analysing the outcomes of test and school achievement data rigorously enough to ensure school improvement planning ironed out remaining weaknesses.
- By the end of Year 2, results are broadly average for writing and mathematics and better for reading. The proportion of pupils attaining higher levels was below average in writing and mathematics in 2013. There is some improvement in 2014 results.
- Standards were above average in 2013 national test results by the end of Year 6. However, too few pupils made good progress in writing to reach the higher levels. In 2014, standards were also above the latest national averages. However, too few pupils made good progress in mathematics. Although there has been an improvement in the proportion of pupils reaching the higher Level 5, no pupils attained the highest Level 6.
- Pupils' achievement in reading is consistently high. Pupils in Year 1 achieve above-average results in the national screening checks for skills in understanding letters and sounds (phonics). In 2014, 100% met the latest expected national standard. By the end of Year 2 and Year 6, reading standards are well-above average.
- The few disadvantaged pupils make progress which is often better than that of their peers. Carefully targeted support and good use of pupil premium funding means that standards were as high as those of other pupils and above the national average in reading, writing and mathematics. In 2013, Year 6 disadvantaged pupils attained results which were two or more terms above other pupils and three terms above the national average. In 2014, results show similar strengths.
- Disabled pupils and those who have special educational needs make progress which is at least in line with that of their peers. Disabled pupils and those who have special educational needs are supported well so that they develop basic reading and writing skills.

- Pupils' presentation of their work has improved well since the previous inspection. A new handwriting scheme has been effectively introduced and pupils have risen to the teachers' clear expectations of better presentation of work. However, writing does not always show sufficient depth and creative use of language.
- Pupils make good progress in physical education and other aspects of their health and well-being. They are active, persistent and have well developed team skills.

The early years provision is good

- Good leadership and management of the Early Years Foundation Stage has ensured that children continue to achieve well since the previous inspection and standards are rising for all groups of learners.
- The quality of teaching is good. Staff are well trained and experienced in their roles. They have a good knowledge of the needs of young children and high expectations of what they can achieve. Teaching assistants and other adults are well deployed to have a maximum impact on children's achievement across all areas of learning.
- Children start school with a wide range of skills but mostly at levels typically expected for their age. They make good gains in their skills of communication, personal and social understanding and mathematics. There is an increasing trend of improved achievement and most children attain a good level of development on entry to Year 1.
- The most-able children work well together to solve problems and develop their ideas and thinking. They learn to write at length and enjoy communicating their ideas to others.
- Disadvantaged children make good gains in early language and communication skills. They are confident to talk to adults and other children because they feel safe and are supported well in their learning.
- Children of all abilities play and work well together and concentrate well in all their activities. Their spiritual, moral, social and cultural development is promoted well. They are curious about the world about them and concentrate well in all activities.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 112900 |
| Local authority | Derbyshire |
| Inspection number | 448991 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 94 |
| Appropriate authority | The governing body |
| Chair | Martin O'Connell |
| Headteacher (Executive) | David Hickey |
| Date of previous school inspection | 15 May 2013 |
| Telephone number | 01457 852756 |
| Fax number | N/A |
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