

Saughall All Saints Church of England Primary School

Church Road, Saughall, Chester CH1 6EP

Inspection dates	15–16 March 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors do not have an accurate view of school effectiveness. Actions taken to maintain high standards have not had the intended effect.
- Teachers are not held stringently to account by leaders to ensure that agreed practices become embedded.
- Action plans are not focused sharply enough on the key priorities for improvement. There are limited opportunities for leaders and governors to check on the progress made towards targets.
- Teachers' expectations of what all pupils can achieve are not high enough. Consequently, pupils make uneven progress as they move through the school. The rate of progress within Key Stage 1 and Key Stage 2 is too slow.
- Leaders and teachers do not have a firm and accurate overview of assessment. This results in pupils completing tasks which are sometimes too easy for some or too difficult for others.
- Pupils do not have enough opportunities to broaden and deepen their understanding of mathematics by completing a wide range of reasoning and problem-solving tasks.
- Teachers do not consistently follow the agreed marking policy. Marking is not always effective in moving pupils' learning forward.
- The challenge for most-able pupils is not consistently high throughout the school. As a result, not enough pupils are reaching the highest standards, particularly in mathematics.
- Pupils' appreciation of different cultures and their knowledge of British values are underdeveloped.

The school has the following strengths

- Leaders have developed a warm and welcoming ethos. Pupils are happy, behave well, enjoy coming to school and feel safe.
- Pupils' early reading skills are developed well.
- Relationships between pupils and adults are consistently positive.
- Children get off to a good start in the early years.
- Pupils make strong progress in writing and reach high standards by the time they leave the school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, to accelerate the progress made by pupils, by ensuring that:
 - teachers acquire a more accurate view of assessment, so they can plan tasks which challenge pupils of different abilities, especially the most able
 - teachers' questioning challenges all pupils and helps to accelerate their progress within lessons
 - all teachers consistently follow the agreed marking policy of the school so that marking has a stronger impact on pupils' learning
 - pupils have more opportunities to reason mathematically and solve problems to broaden and deepen their understanding of mathematics.

- Improve leadership and management by ensuring that:
 - leaders and governors have a more accurate view of school effectiveness and how performance compares to other schools nationally
 - development plans are more sharply focused on weaker aspects of the school's work and that progress towards the achievement of targets can be evaluated more easily
 - leaders hold staff to account more rigorously for the completion of agreed actions
 - subject leaders have a more accurate view of whole school performance within their subject areas, so they can target training more closely to identified priorities.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- From similar starting points, pupils do not achieve the same high standards as they did at the previous inspection. Expectations of what all pupils can achieve are not high enough. More-able pupils in particular are not challenged well to reach the standards they are capable of.
- Leaders and governors have an over-optimistic view of school effectiveness. They have not paid close enough attention to performance indicators, including how these compare with those of other schools. The evidence collected by leaders to judge school effectiveness is not sharp enough to make accurate judgements. In addition, leaders have not fully addressed the areas for improvement from the previous inspection.
- Action plans do not focus clearly on the areas in most need of improvement. Leaders do not always identify specific groups of pupils who are underperforming, such as the most able. Consequently, actions have not made enough difference in securing improvement. Targets are usually clear and can be measured by the end of the improvement cycle. However, plans do not make clear how leaders and governors can check their progress towards reaching targets along the way.
- The local authority has not acted on their own concerns around pupil outcomes. Along with leaders and governors, they have relied too heavily on the overgenerous judgement of an external consultancy. The consultancy has not identified the decline in different aspects of provision, nor has it identified several areas which need improvement.
- Leaders complete regular checks on the quality of teaching and the progress pupils make. This provides helpful feedback to teachers so they know what they are doing well and where they can improve. However, records of the checks made on teaching indicate that not all staff are consistently adhering to the actions agreed by leaders.
- Subject leaders are passionate about their subjects and have completed relevant training to help them fulfil their roles effectively. They have a developing view of standards within their subject areas because they are involved in the checks made on teaching and learning. However, they are not fully aware of how pupils are achieving compared to other schools. This limits leaders' abilities to target training to priority areas.
- Pupils' spiritual, moral and social development is strong. They have an appreciation of values, have a strong sense of right and wrong and fare well socially in a range of situations. Although pupils study a wide range of different religions, their appreciation of different cultures is not always well promoted. For example, there are very few examples of different cultures celebrated around the school on display. On questioning, pupils only had a limited understanding of British values. This is an aspect of the school's work which needs to develop further.
- Leaders have developed a broad and balanced curriculum. This is enhanced by regular visits to supplement new topics, such as a trip to Lake Vyrnwy during a study of rivers. There are a wide range of after-school clubs on offer throughout the year. These encompass sports clubs but also a wide range of other interests, such as Bible studies, film, art and crafts, computing and homework. Pupils have many opportunities to partake in competitive sport and are proud of their success in competitions, all the way to county level. Provision for sport was recognised recently with the school receiving a sporting award from Government. Leaders make good use of sport premium funding by providing pupils with regular sporting activities and also by employing specialist coaches who deliver extra clubs and also provide training for teachers.
- Leaders have ensured that the needs of disadvantaged pupils and those who have special educational needs or disability are well met, and that the additional funding received for these pupils is spent wisely. Procedures to check on the progress of these pupils are robust. Leaders also check that extra support plans are making a difference. Plans are reviewed regularly to make sure that those who fall behind catch up quickly.
- Leaders have worked hard to establish a caring and welcoming ethos, where all pupils are proud to belong. Leaders provide strong pastoral support to pupils and their families to help them overcome any issues that arise. The vast majority of parents who were spoken to or who responded to Parent View, Ofsted's online questionnaire, were supportive of leaders' work and would recommend the school to others.
- **The governance of the school**
 - Governors are passionate and committed but do not have an accurate view of overall school

effectiveness. Although they ask some pertinent and challenging questions in meetings, they do not pursue them far enough. This has meant that some weaker aspects, for example in mathematics, remain.

- The governing body reconstituted in September 2015. As part of this process, governors completed a skills audit to make sure their experience was better matched to the different committees they sit on. Governors fulfil their duties through a range of such committees and are linked with different subject leaders and other leaders to keep abreast of school developments. A governor is also responsible for maintaining an overview of relevant training.
- Governors have a general understanding of where strengths and weaknesses lie and have sometimes taken appropriate action where needed. For example, they agreed that an additional teacher should be appointed in September 2015 to address the decline in standards in mathematics.
- The arrangements for safeguarding are effective. Pupils are well cared for at this school and their safety is a key priority. Leaders keep abreast of new guidance to make sure that requirements are met. Detailed checks are completed on new members of staff and regular staff training is conducted to make sure that pupils are protected. Where pupils are at risk from harm, leaders act swiftly, involving external agencies where needed.

Quality of teaching, learning and assessment requires improvement

- Tasks set for pupils are not always pitched at the correct level, especially in mathematics. More-able pupils in particular are not given enough opportunities which challenge them to the limit of their capabilities. For example, in mathematics, pupils have regular opportunities to hone their calculation skills, but they are not given adequate chances to apply these skills to solve mathematical problems or to reason about their thinking.
- Teachers do not consistently follow the agreed marking policy of the school. Too often, marking does not have any impact on moving pupils' learning forward. Where marking is stronger, for example in writing, there is more evidence that pupils are making stronger progress.
- Teachers' questioning does not always challenge the thinking of pupils or help them understand where they have misunderstood something. In stronger lessons, teachers probe deeply into the thoughts of children to see what they know and skilfully help to move their learning forwards. Where teaching is weaker, questioning is more shallow, does not move learning forwards effectively and teachers do not target questions to pupils of all abilities.
- The teaching of writing is strong and is enabling pupils to make strong progress over time, especially in Key Stage 2. Pupils have opportunities to write for a wide range of purposes and teachers plan topics which encourage pupils to write, for example a topic on 'Space' successfully encouraged boys to put pencil to paper.
- The teaching of reading has high priority and pupils' early reading skills are well developed. The teaching of phonics (the sounds letters make) is strong and gives pupils the skills to read unfamiliar words. Leaders have invested in a range of quality texts to further enhance pupils' interest in reading. Pupils are encouraged to read and receive awards for regular reading at home.
- Throughout the school, teaching is characterised by positive relationships and clear routines. Pupils say that teachers are kind and help when they are stuck with their work. This was witnessed in all classrooms where pupils engage well in their lessons, listen intently and follow instructions to the letter. Lessons are not interrupted by low-level disruption – pupils are ready to learn and are keen to contribute. Support staff make a positive difference to learning because they are well informed and engage well with the pupils in their care.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud to attend the school and buy into the everyday vision 'Wearing our badge with pride'. Pupils feel valued and well supported and this has a positive effect on their attitudes and behaviour.
- Pupils are aware of how to keep themselves safe, both in and out of school. They have a good understanding of internet safety and know not to divulge personal information or strike up any online

relationships with strangers. Older pupils also spoke confidently about safety filters on school computers and how these helped to keep them safe.

- Parents who responded to Parent View were overwhelmingly positive about pupils being happy and feeling safe in school. The vast majority of parents felt that children are well looked after by the school.
- Pupils are taught about their responsibilities and learn how to respect each other and value each other's feelings. For example, older pupils are increasingly able to sort out personal differences and arguments without the need for adult intervention.
- Older pupils enjoy taking on responsibilities, such as playground leaders and sport ambassadors. They arrange competitive sporting events within school and organise games for younger pupils at playtimes. Older pupils are also prepared well for secondary education by using planners to help them stay organised. They understand that using a planner will be a key skill for them to use when they are older.
- Younger pupils' personal development is sometimes held back by an over-reliance on adults. Some activities observed showed that pupils sometimes rely on the safety of adult guidance and are not always encouraged by adults to 'have a go' for themselves. Furthermore, where teaching is weaker, teachers expect pupils to complete tasks in the exact way the teacher has taught them, even when they have different ideas of their own. As a result, some pupils are not developing into confident, self-assured learners as quickly as they could.

Behaviour

- The behaviour of pupils is good.
- Behaviour in classes, around school and in outdoor areas is consistently strong. Pupils are polite and well mannered, such as when they hold doors open for adults.
- Pupils say that behaviour is mainly good and when it lapses, teachers quickly put pupils back on track.
- Pupils have an in-depth understanding of bullying because they learn about it often in school assemblies. They say that it has never happened to them and when it has happened to a friend, it has been dealt with quickly and effectively.
- Pupils are well rewarded for behaving well. They enjoy being chosen for a certificate on Fridays, either for good work or good behaviour. They also enjoy rewards from their teachers in class. An older child explained how, in her class, pupils put their names into a box when good work or behaviour has been recognised and they have a chance of having a 'lucky dip' on Fridays if their name is taken from the box.
- Pupils' attendance rates are high and are a strength of the school. Very few pupils are disadvantaged by missing large periods of time from school.

Outcomes for pupils

require improvement

- Historically, the standards reached by pupils at the end of Key Stage 1 and Key Stage 2 have been significantly higher than the national average. Over the past three years, there has been a steady decline and, overall, pupils are now only reaching similar standards to other pupils nationally. Considering the starting points of pupils, the progress they are making is not strong enough and this is the main reason why outcomes require improvement.
- More-able pupils in particular are not making the progress they are capable of. In 2015 in Key Stage 1, the proportion of pupils achieving the higher levels in writing and mathematics was significantly below the national average. At Key Stage 2 in mathematics, not enough pupils achieved the higher level. Leaders have not ensured that this group of pupils are well prepared for the next stage in their learning.
- Work in pupils' books shows a mixed picture. Pupils are making strong progress in writing and this reflects the school's own information on pupil progress. Progress in mathematics is less clear. Although the progress information held by the school suggests that pupils are achieving well, this is in conflict with the results of tests which have been assessed externally. Work in mathematics books does not indicate that pupils are routinely challenged at the correct level which is limiting their abilities to excel. Pupils' progress in reading over time is steady and in line with the national average. Again, the progress information held by the school paints a picture which is overgenerous in respect of how well pupils progress in reading by the time they leave the school.
- The small number of disadvantaged pupils are achieving well because they are well supported in their learning. By the time they leave the school, they normally outperform their peers in all subjects.
- The small number pupils who have special educational needs or disability also make good progress from

their starting points. Their needs are well met by staff who know them well. Extra support is well targeted to make sure these pupils keep on track with their learning and fulfil their potential.

- The proportion of pupils who pass the phonics check in Year 1 has increased steadily over the last three years. In 2015, the proportion of pupils passing the check was well above the national average.

Early years provision

is good

- Children enter Reception class with skills that are broadly typical for their age. They make good progress and the majority are ready and prepared for the challenges of Year 1. Children made particularly strong progress in 2015; the vast majority entered Year 1 with the skills needed to continue their success.
- Children are happy and enjoy their time in Reception because there are well-established routines which help them to settle. Relationships between teachers and children are consistently positive and children are well looked after. Teachers' high expectations result in children behaving well.
- Teachers have good subject knowledge and are well versed in the principles of early years education. They are well aware of children's interests and tap into these when planning learning tasks. This helps to keep children engaged and they demonstrate good perseverance skills. Children also work well with each other and take turns because they know this is what teachers expect them to do. Leaders agreed that the tasks children complete when they are not being taught directly by adults sometimes need to have more focus.
- The early years is led well. Leaders have a secure understanding of assessment and use this information well to plan tasks which help to move children's learning forwards. Leaders engage well with new parents and with feeder nurseries to gather as much information about children as they can. This helps to ensure that children have a successful start in Reception, when they join the school in September. Leaders keep a careful eye on the progress made by all children, in particular those who need extra support or who are disadvantaged.
- The learning environment is bright and welcoming and pupils have a wealth of resources and activities to utilise in strengthening their learning. Although children are well exposed to meaningful print, such as signs, words, letters and numbers within the classroom, the same opportunities are not given outdoors. Leaders have already acknowledged that this is an area for improvement and are currently working to improve this aspect.

School details

Unique reference number	135736
Local authority	Cheshire West and Chester
Inspection number	10003945

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Mrs Amanda French
Headteacher	Mrs Donna Prenton
Telephone number	01244 981090
Website	www.saughallallsaints.cheshire.sch.uk
Email address	admin@saughallallsaints.cheshire.sch.uk
Date of previous inspection	28–29 March 2011

Information about this school

- This school is larger than the average-sized primary school.
- The vast majority of pupils are White British.
- Pupils are taught in single year group classes in the Early Years Foundation Stage. Across Key Stage 1 and Key Stage 2 there are nine mixed-age classes.
- The proportion of pupils eligible for pupil premium funding is considerably lower than that found in most schools. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those that are looked after.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The governing body was reconstituted in September 2015. The senior leadership team was also restructured in September 2014 to include new team leaders.
- The school has strong links with Saughall All Saints Church.
- The school has received the Cheshire schools award for healthy and active lifestyles and Active Mark Gold for school games.

Information about this inspection

- Inspectors observed lessons in the vast majority of classes and in a range of subjects. The headteacher observed learning in four classrooms, alongside the lead inspector, on the first day of inspection.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books.
- Inspectors held meetings with the headteacher, deputy headteacher and special educational needs coordinator, the early years leader and subject leaders. An inspector met with five members of the governing body, including the Chair of the Governing Body. A telephone conversation was also held with the School Improvement Advisor from the local authority.
- A group of pupils discussed their opinions about the school and their learning with inspectors. Inspectors also spoke informally with pupils on the playground.
- Inspectors considered the responses of 36 parents from Parent View (Ofsted's online questionnaire) and also the response from parents dropping pupils off at school.
- Inspectors observed the school's work and looked at a wide range of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Ian Hardman, lead inspector	Her Majesty's Inspector
Saeeda Ishaq	Ofsted Inspector
Schelene Ferris	Ofsted Inspector
Louise Smith	Ofsted Inspector

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



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

