

All Saints Church of England Primary School

Inspection report

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| Unique Reference Number | 105829 |
| Local Authority | Rochdale |
| Inspection number | 308963 |
| Inspection dates | 11–12 October 2007 |
| Reporting inspector | Jim Crouch |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 248 |
| Appropriate authority | The governing body |
| Chair | Mr Lee Durrant |
| Headteacher | Miss Grace Krzempek |
| Date of previous school inspection | 29 September 2003 |
| School address | Maud Street Rochdale Lancashire OL12 0EL |
| Telephone number | 01706 640728 |
| Fax number | 01706 860620 |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized school serves a community of ethnic, religious, cultural and social diversity, which experiences high levels of social disadvantage. The proportion of pupils from minority ethnic groups is above the national average, as is the proportion for whom English is not their first language. The number of pupils eligible for free school meals is above the national average. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is average. A very small number of pupils are looked after in public care. The school holds the National Healthy School Status, the Sports Active Mark and Investors in People.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. In recent years it has experienced some disruption which contributed to a drop in standards at the end of Year 6. Changes to the management structure and an improvement in the quality of teaching and learning at Key Stage 2 mean that pupils now make good progress in the Foundation Stage and Key Stage 1 and satisfactory progress in Years 3 to 6. Whilst standards are broadly average at the end of Year 6, they should still be higher across Key Stage 2. The school has a clear view of the improvements it has made but has over-estimated the effectiveness of most aspects of its work because it has not taken full account of the time needed for these to have an impact.

Pupils enjoy coming to this racially harmonious and welcoming school as indicated by their good punctuality and attendance. Staff and pupils work well together and as a result pupils show a real enthusiasm for learning. They show consistently good attitudes towards each other and the adults who care for them and talk confidently to visitors about their work and the progress they are making. They are well behaved in lessons and enjoy playing together at other times. They talk extremely convincingly about their healthy lifestyles, take part in a wide range of sporting activities and take advantage of the school's breakfast club and fruit scheme.

The school takes good care of its pupils. Parents say that staff are approachable and supportive and every child has a chosen member of staff that they can turn to at times of need. Teachers know their pupils well and are therefore able to offer good academic guidance. The school works well with parents, community organisations and other agencies to promote pupils' well-being. Support for children with learning difficulties and/or disabilities and for those whose first language is not English is good, enabling them to become confident learners.

Pupils' spiritual, moral, social and cultural development is good. They care for each other and show good awareness of the things they can do to improve the lives of others, as illustrated by their support for pupils in partner schools in El Salvador and Kenya. They are frequently asked for their ideas on how to improve their own school and contribute through their work on the school council and the Eco-school project. Many pupils take part in the wide range of activities before and after school, with music, drama and dance being particularly popular.

The curriculum is broad and balanced, meets statutory requirements and is enriched by educational visits, including a much valued residential visit to North Wales. A well-structured personal education programme gives pupils good opportunities to discuss issues relating to their health and safety. Teaching and learning are satisfactory. The inspectors observed much good teaching in lessons. However, this has yet to lead to a sustained improvement in standards and, as the school acknowledges, more able pupils are not given sufficient opportunities to develop their own ideas through research and investigation.

School leaders are aware that in the difficult circumstances of recent years, pupils' performance at Key Stage 2 has suffered and that the strategies put into place are taking time to affect pupils' progress significantly. The headteacher has a clear vision for the school and leaders are aware of the school's strengths and where they want to do better. There is a strong sense of common purpose among the staff and a well planned approach to develop the confidence and competence of teachers and teaching assistants. This means that increasingly good use is made of the school's resources. Consequently, the school has the capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

On entry to the Foundation Stage children's levels of learning are below those expected for their age. They are well cared for and staff expectations for their progress are high, especially in relation to their personal, social and emotional development, and communication, language and literacy skills. Children become confident and engage well with their learning, choosing activities and enjoying helping. They make good progress so that by the end of the Reception year standards are close to those expected for children of their age. Staff interact with children well and use discussion and questioning well to stimulate children's learning. The Foundation Stage staff plan activities together and all areas of learning are well covered both within the unit and the outdoor area. Effective links with parents and carers help to involve them in their children's care and education, and they are kept well informed of their progress. The induction arrangements for entry to the Nursery, transition between classes and onto Year 1 are well planned and ensure that the curriculum meets the needs of all children.

What the school should do to improve further

- Improve the progress of pupils so that standards at Key Stage 2 are higher.
- Provide more opportunities for more able pupils to develop independence in their learning so that their achievement is at least good.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Most children join the Nursery class with skills below those expected for their age. They make good progress so that by the end of Key Stage 1 standards are close to average. In the period 2003 to 2005 pupils made satisfactory progress at Key Stage 2 and standards at the end of Year 6 were close to the national average. However in 2006, while girls continued to make satisfactory progress, the boys achieved less well and attainment was below the national average. Progress in 2007 was similar to 2006. However, improvements in teaching and learning mean that pupils currently in Years 3 to 6 are making satisfactory progress and standards are broadly average. Pupils with learning difficulties and/or disabilities make satisfactory progress and recent improvements in the provision for pupils whose first language is not English means that these pupils are also well provided for and make satisfactory progress.

Personal development and well-being

Grade: 2

Good planning for personal development and a very supportive atmosphere ensure that pupils quickly develop self-confidence and enjoy coming to school. They get on well with each other and the adults who care for them, and show respect for the beliefs of others. Pupils have some say in the decisions which affect them in their work and play and this has led to improvements in the school environment and the provision of extra-curricular activities. Pupils show good social awareness. This is evident in the seriousness with which Year 6 pupils approach their work as playground pals, their involvement in projects to improve their local community and their support for a wide range of local, national and global charities. They are developing many

of the skills and abilities needed for their future economic well-being, but progress is limited to some extent by pupils' standards in literacy and numeracy. It is this, in the main, which prevents personal development from being first-rate.

Quality of provision

Teaching and learning

Grade: 3

Teachers establish good relationships with their pupils and use a good range of strategies to engage and motivate their pupils who respond with enthusiasm. Work is well tailored to meet the needs of most groups of pupils, but does not always provide sufficient challenge for the more able pupils. Teaching assistants are skilled and are well deployed so that they contribute effectively both in the classroom and through withdrawal work with groups and individuals. Marking is used well to inform pupils of the progress they have made and what they need to do to improve and pupils are aware of their learning targets. Teachers and subject leaders make good use of assessment data to plan lessons that build on what pupils already know and can do. A new reading scheme for older pupils has had a positive impact, particularly on the attitude of boys to the subject, but this, along with other recent improvements to the quality of teaching, has yet to lead to all groups of pupils making good progress at Key Stage 2.

Curriculum and other activities

Grade: 3

Recognising the need to improve standards in English, mathematics and science, the school has reorganised schemes of work for these subjects to ensure that teaching is more effective. The curriculum is mostly successful in giving an appropriate level of challenge, excepting, at the moment, for the more able pupils. Teachers of other subjects are working well together to develop a cross-curricular approach in the form of topics, to make the work more interesting and relevant to pupils and to better support the development of literacy and numeracy skills. Planning encourages the good use of information and communication technology (ICT) to engage pupils and enhance their learning. The school provides many opportunities for pupils to extend their learning and skills, particularly in music, drama, dance and art and this has led to public performances such as a Bollywood production in conjunction with other local schools.

Care, guidance and support

Grade: 2

The school works closely with its church and other local organisations to meet the needs of pupils and their parents. Pupils benefit from well established induction and transition arrangements, and strong links with partner high schools ensure that pupils approach their next phase of learning with confidence. Good monitoring procedures mean that pupils and their parents are well informed of the progress they are making and what they need to do to improve. Vulnerable pupils are identified at an early stage and are closely involved in setting targets and monitoring their own progress. By contrast, some able pupils lack this quality of guidance in their learning at the moment. The school takes its statutory responsibilities for safeguarding pupils very seriously and has successfully created a safe and secure setting in which they can concentrate on learning.

Leadership and management

Grade: 3

The headteacher and governors have established a school that is valued by the community it serves. It is an inclusive school where pupils develop confidence and an enthusiasm for learning. The school has recently reorganised its management structure in order to improve monitoring of its work and to improve standards at Key Stage 2. Leaders and managers have clear roles and responsibilities and middle managers are developing the skills needed to play a major part in school improvement. Subject leaders are held accountable for pupils' progress and the use they make of their budgets, and are working collaboratively to review existing practice. The governing body has a clear understanding of its role and responsibilities, but lacks the formal links to subject and other managers that would enable it to hold the school more closely to account for its academic performance. The school has made satisfactory progress in addressing issues raised in the last inspection and provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school and being so polite and friendly. I enjoyed talking to you and hearing all of the things you like about your school.

I found that your school helps you reach satisfactory standards of education and that you are making satisfactory progress.

Here are some of the things I think are good about your school.

- The good care everyone takes of you.
- How hard all the staff and governors work to do their best for you.
- Your good behaviour and how well you all get on together.
- The way your headteacher works so hard with lots of people and groups to help you in your education.

There are two important things I think could be better and so I have asked your headteacher and teachers to:

- help you to reach higher standards and make better progress in Key Stage 2
- provide more activities to stimulate and challenge the quicker learners so that they make the best possible progress.

Of course, you also have an important part to play in helping your school to carry on improving. You can do this by continuing to be as positive about learning as you are now and keep trying to improve all aspects of your work.

Thanks again for making me feel so welcome.