

All Saints Catholic Primary School

Inspection report

Unique Reference Number	112900
Local Authority	Derbyshire
Inspection number	338044
Inspection dates	18–19 March 2010
Reporting inspector	John Horwood

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Mrs Pauline Wilson
Headteacher	Mrs Margaret Hyde
Date of previous school inspection	27 September 2006
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited eight lessons and observed five teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 62 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- why attainment in English has been falling
- support for the more able pupils
- why the school's results in the 2009 national tests did not match school expectations.

Information about the school

This is a smaller than average school where most pupils are taught in mixed age classes. Most pupils are from White British backgrounds and there are none who have English as an additional language. The percentage of pupils eligible for free school meals is lower than average. The school has a below-average proportion of pupils who have special needs and/or disabilities which cover a range of needs. The Early Years Foundation Stage provision is for Reception age children who are taught in a mixed age class with some Year 1 pupils. A privately managed playgroup operates on the school site. Among the awards obtained by the school are Healthy Schools and Anti-Bullying Commitment.

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?

2

The school's capacity for sustained improvement

2

Main findings

All Saints Catholic Primary School provides its pupils with a good education. By the end of Year 6 attainment is average in all key subjects and this represents good progress by pupils from their lower-than-expected starting points. Attainment in English has fallen slightly from being above average because pupils find the more practical subjects more stimulating. Attainment in science and mathematics has improved as a result of this greater stimulation. However attainment generally, as indicated by national test results at the end of Year 6, has not matched the school's own expectations because pupils have not developed the skills to answer questions quickly and accurately. This was very clearly seen in Year 6 booster classes where attainment did not match that seen for the same pupils in numeracy lessons. Teaching is good and pupils greatly enjoy lessons as a result of good relationships and exciting topics. Pastoral care is outstanding and this contributes to the pupils' view that they are very safe in school. The overall outcomes for pupils are good including their spiritual, moral and social development. Their cultural development is only satisfactory because although they learn about other faiths and cultures through the curriculum, they have very limited direct experience of them. The behaviour of pupils throughout the school is outstanding. Most pupils attend school regularly and eagerly but a very few do not. Swift action is being taken to eliminate their regular absence.

The leadership and management of the school are good and parents, pupils and staff confirm this. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Improved systems to monitor progress have enabled teachers to plan their lessons to meet the needs of all pupils. There has been a focus on providing a more creative curriculum which has resulted in outstanding enjoyment in lessons, particularly in science and information communication. There has been good progress on the actions from the last inspection including much improved provision for the more able pupils as well as improved support from the governors. These improvements demonstrate that the school has a good capacity for sustained improvement.

Teachers plan their lessons well to make them interesting. Work is well matched to pupils' ability so that they all make the same good progress. This includes the more able pupils who are given more challenging tasks. Marking of pupils' work is regular and pupils say they get good advice on how to improve. Pupils know their targets and are becoming increasingly involved in assessing their own progress to help them become more independent in their learning. Use of target setting is well established in numeracy and literacy. The curriculum has been successfully adapted to meet the needs and interest of all pupils, including those with special educational needs and/or disabilities as

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well as the more able.

What does the school need to do to improve further?

- Raise attainment in English by extending the creative approach to the curriculum that has been successful in raising attainment in science.
- Improve teaching to ensure pupils are given the skills to answer questions quickly and accurately.
- Provide more opportunities for pupils to experience direct contact with those from other communities and faiths.
 - Work with parents to increase attendance of those few pupils who do not attend school regularly.

Outcomes for individuals and groups of pupils

2

Achievement is good with no significant variations by pupils across the areas of the school's work. All pupils achieve slightly less well in English. During the inspection pupils were enjoying a week of science leading to a 'Big Writing' exercise. They learnt well because lessons were made interesting and exciting. Pupils in several year groups worked productively writing about the alien spaceship which had 'landed' in the school grounds the day before, and Year 3 pupils were enjoying sending e-mails to the aliens. All pupils made good progress because activities were challenging and matched well to their range of abilities. Pupils with special educational needs and/or disabilities make good progress because of the extra support they get. All pupils are well prepared for their future because of their secure key skills, including literacy, numeracy and information and communication technology, supported by their outstanding personal skills. The very few pupils who do not attend regularly do make steady progress, but their poor attendance hampers better attainment and progress.

Pupils work well together and listen to each others' contributions. Their behaviour is outstanding both in and out of lessons ensuring that all pupils feel safe and can learn and enjoy school. They say bullying is extremely rare but dealt with effectively by staff. This is supported by the school being awarded the Anti-Bullying Commitment award. Pupils adopt healthy lifestyles by eating healthy food and participating regularly in sport, reflecting the school's Healthy School status. They make a good contribution to the school community through the school council, by undertaking responsibility in class and around the school, and through their thoughtful behaviour. They are very proud of the school and enjoy the task of welcoming visitors into the school and the classroom. They interact with the local community through activities with other local schools and community groups. Spiritual, social, moral and cultural development is good overall but cultural awareness is relatively weaker because pupils have limited direct contact with pupils whose backgrounds are different to their own.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom there is a strong commitment to developing all aspects of the pupils' education and teachers take every opportunity to explore topics beyond that being taught in the lesson. Pupils are not provided with sufficient skills to answer questions quickly in limited time. Teaching assistants provide good support throughout the school especially for those who find the work hard. Pupils are being encouraged to take responsibility for their own learning, as was seen in a Year 2 lesson where they were being taught successfully how to mark their own work and identify their own targets.

The curriculum caters for all pupils, including those with special educational needs and/or disabilities. The provision of a creative curriculum to make learning interesting is already well developed although there has been insufficient time for it to be fully effective across all subjects. There is a good focus on promoting personal skills. There is insufficient focus on developing pupils' knowledge of other cultures and communities to support community cohesion. The curriculum is supported by specialist teachers, for example through sports partnerships, and opportunities to use local sports facilities to compensate for the school not having any indoor sport facilities. There is a good range of well attended extra-curricular clubs and educational visits. Pupils described with excitement the residential trips as well as shorter local trips.

Good procedures are in place to encourage high standards of behaviour. The school has

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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worked hard to improve attendance, including enlisting the support of parents, but knows there is still more work required to reduce the frequent absence of a few pupils. Transition arrangements with the secondary schools are good and pupils say they are well prepared. The pastoral care in the school is outstanding with all staff strongly committed to the concepts of equal opportunities and that every child matters. All aspects of care and health and safety are well addressed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides very good leadership and is well supported in her drive and vision for improving the school further by enthusiastic staff at all levels. All managers are involved in monitoring pupil progress and identifying where additional support is needed. The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any group of pupils. Leaders are helping to make sure that attendance is rising to aid equal opportunities but there is still more to do on this for a few pupils.

Governors have a good range of skills and provide good support and challenge. They have become much more involved in school activities since the last inspection and make regular visits to observe and evaluate specific aspects. Leaders have developed the school as a cohesive community. They have a good understanding of the local community and are aware of what needs to be done to increase pupils' understanding of the world around them. There are links in place with other local schools but more distant links are at an early stage of partnership development. Safeguarding procedures are well developed and reviewed regularly. All aspects of risk assessment are very secure and the required checks on adults who work in school have been made.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

The coordinator provides good leadership and has built a secure foundation from which to further develop the provision. She has a clear vision for future improvement and knows what needs to be done to achieve it. Most children transfer from the onsite playgroup and there are good induction procedures in place. Standards on entry to the Early Years Foundation Stage are generally at expected levels although in earlier years they have been variable and often lower. Good teaching ensures children make good progress towards the early learning goals.

Staff work well together to ensure a secure and very caring environment. Children benefit from an exciting range of resources although the accommodation, which is used both for assemblies and lunches, presents a challenge to the staff which they manage well. The outdoor area is a safe and secure area but is not directly linked to the classroom. This restricts opportunities for children to move freely between the indoor and outdoor areas but the staff overcome these problems as well as possible. Learning in the classroom is linked to that experienced outdoors to reinforce the children's understanding. Children really enjoy being able to use their imagination and develop their reading skills in the covered play area. Adults provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed activities and those that children choose for themselves. There are good procedures to monitor and record children's progress and to share these observations with parents and carers.

Behaviour is good. All groups of children are happy, play and learn well together. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are fully in place.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate to the questionnaire was higher than usual. Over half of parents and carers expressed their views with the overwhelming majority of these being very happy with all aspects of the school. Many parents and carers wrote individual supportive comments such as how well the school has helped pupils settle in when transferring from other schools and what a happy and safe place the school is. A very few had individual concerns which were considered as part of the inspection process and were not consistent with the team's view.

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 62 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	79	13	21	0	0	0	0
The school keeps my child safe	51	82	10	16	1	2	0	0
The school informs me about my child's progress	29	47	29	47	3	5	1	2
My child is making enough progress at this school	35	56	24	39	3	5	0	0
The teaching is good at this school	41	66	19	31	2	3	0	0
The school helps me to support my child's learning	32	52	26	42	2	3	0	0
The school helps my child to have a healthy lifestyle	46	74	15	24	0	0	0	0
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)	34	55	23	37	2	3	0	0
The school meets my child's particular needs	37	60	23	37	1	2	0	0
The school deals effectively with unacceptable behaviour	39	63	22	35	1	2	0	0
The school takes account of my suggestions and concerns	35	56	25	40	2	3	0	0
The school is led and managed effectively	44	71	17	27	1	2	0	0
Overall, I am happy with my child's experience at this school	49	79	12	19	1	2	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



22 March 2010

Dear Pupils

Inspection of All Saints Catholic Primary School, Old Glossop, SK13 7RJ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and sharing the excitement of your science week. A special thank you for those of you who so proudly welcomed us and explained what you were doing when we came into your lessons. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- exciting work is making your education exceptionally enjoyable
- your behaviour is excellent and you all get on very well together
- adults look after you extremely well and you feel safe
- teachers monitor your progress well and make sure the work they give you matches your skills
- the school is well led and managed.

There are a few things we have asked the school to do to make it better. They are:

- use more exciting methods to help you do better in English lessons
- help you show your true abilities under test conditions
- provide more opportunities for you to meet or communicate with pupils from different backgrounds
- work with parents and carers of those of you with poor attendance records to ensure that everyone attends school as often as possible.

You can help by carrying on working hard and all coming to school regularly.

Yours sincerely

John Horwood

Lead inspector

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