

All Saints Catholic Primary School

Church Street, Old Glossop, Glossop, Derbyshire SK13 7RJ

Inspection dates

28–29 September 2016

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

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher's determined leadership has brought about significant improvements to the quality of teaching and outcomes for pupils since the last inspection.
- The executive headteacher has clearly communicated his vision for the federation of All Saints and St Margaret's Catholic Primary Schools. As a result, he is fully supported by leaders at all levels.
- Governors fulfil their roles effectively. They know the school well. They are ambitious for everyone associated with the school. They provide a good level of challenge and support for other leaders.
- Middle leaders are methodical in their approach to bringing about improvements in their areas of responsibility.
- Leaders check regularly on how well pupils are doing. Leaders put in place additional support for pupils who need it so that they make good progress over time.
- Teaching and learning across the school are now good. The work that teachers provide during lessons is closely matched to pupils' different levels of ability.
- Teachers and teaching assistants make effective use of their strong subject knowledge and questioning skills to help pupils understand new ideas and develop their skills.
- Reading is particularly well promoted in the school. Pupils express a great enthusiasm for reading and can describe quite particular preferences of authors and genres.
- Leaders promote pupils' spiritual, moral, social and cultural development very well.
- Pupils feel safe in school. Their behaviour is good. They are polite, respectful and care for each other.
- Children get off to a good start in the Reception class because teaching is good. They make good progress and are well-prepared to start Year 1.
- The federation's plans for improvement do not address the specific needs of aspects of school life at All Saints precisely enough.
- There is scope to improve the learning environment for the children in the early years.
- Disadvantaged pupils, including those who are most-able, make good progress from their different starting points. However, there is scope for leaders to check even more precisely that the funding to which they are entitled is having the greatest impact.
- Time is not consistently used well at the very start of mathematics lessons when pupils listen to explanations that are sometimes too easy or too difficult for them.

Full report

What does the school need to do to improve further?

- Ensure that the school's plans for improvement address fully aspects of school life specific to All Saints Catholic Primary School.
- Ensure that teachers enable pupils to make the best use of time at the start of mathematics lessons so that they all make the progress of which they are capable throughout the lesson.
- Develop the learning environment for children in the early years so that it effectively promotes progress in all aspects of children's learning.
- Ensure that leaders, including governors, monitor the spending of the pupil premium funding more precisely.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has successfully brought about significant improvements to the quality of teaching and outcomes for pupils since the previous inspection.
- The school's website states that All Saints is a place of, 'Christian values where children learn respect for themselves and others'. This culture is firmly embedded throughout the school. Pupils are polite and caring towards each other. Several pupils described the school to the inspector as 'one big family'. The strong and supportive relationships between adults and pupils mean that pupils feel well cared for.
- The curriculum is broad and balanced. Pupils' books show that they write at length, to a high standard, across a range of subjects. They apply the skills they have learned during mathematics lessons in subjects such as science and design technology. During the inspection, pupils were making links in their science lesson about rocks and materials to their topic about the Romans. Artwork proudly displayed in the school shows that pupils learn about artists such as Henri Matisse.
- Leaders make effective use of the primary sport funding. Pupils have the opportunity to participate in a variety of sports, such as orienteering, athletics, tag rugby and tri-golf. Pupils have been particularly successful at crown green bowling – winning local tournaments.
- Leaders promote British values. Pupils learn about democracy by voting for their peers to represent them as school council members. Pupils can also represent their peers at the pupils' forum for the Glossop cluster of schools. Pupils say that they learn about the importance of having laws, by following their school's rules, which, they say, 'are there to keep us safe'. There is a culture of respectfulness throughout the school.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Visitors, for example a visiting priest from Botswana, help pupils to understand about children's lives that are different to their own. Pupils learn to play musical instruments and represent the school locally as part of the school choir. A visit to see 'A midsummer night's dream' at a theatre has inspired several pupils to read more widely.
- Leaders manage the performance of teachers well. Leaders set targets for teachers that reflect the school's priorities for improvement. Staff benefit from training, for example in teaching phonics, which has resulted in improved outcomes for pupils. The headteacher reports to the governors about staff performance. Governors are prepared to withhold a pay rise if they do not feel one is justified.
- There are very few pupils in school who are entitled to the pupil premium funding. School information and pupils' books show that these pupils make at least as much progress as others, and sometimes more. Leaders and governors have astutely identified that some aspects of the funding are not making as much difference as they would like. There is scope for leaders to track even more precisely that the funding is having the greatest impact for the very small number of pupils for whom it is intended.
- Almost every parent who responded to Ofsted's online survey, Parent View, and every parent who spoke with the inspector were positive about the caring environment that the school provides for their children and would recommend the school to others.
- Unusually, pupils in Years 5 and 6 have all their lessons at St Margaret's Catholic

Primary School and the Year 3 and 4 pupils are joined by the few Year 3 and 4 pupils of St Margaret's for their lessons. Every pupil and parent who spoke with the inspector could see the benefits of this arrangement for the pupils, explaining that they believe it helps to prepare the pupils from these very small federated schools for life at secondary school.

- The federation improvement plan includes actions for improvement across the federation of both All Saints and St Margaret's Catholic Primary Schools. There are separate action plans for some aspects of the school's work, such as English, mathematics and special educational needs. The plans do not cover all aspects of school life, nor do they refer specifically to improvements that are pertinent to the unique characteristics of All Saints Catholic Primary School. This means that some opportunities for development are missed.
- School leaders, including governors, have responded well to the support that has been offered by the local authority since the last inspection. The local authority has provided support to leaders to assist them in improving the quality of teaching, learning and assessment. They have helped the governors to develop the effectiveness of their roles. The high level of support that the local authority provided following the previous inspection has diminished over recent months. This is because they have faith in leaders' ability to continue with, and build upon, the improvements made. Representatives from the diocese make occasional visits to the school.

Governance of the school

- Governors are highly ambitious for the school. They understand the strategic nature of their role. They have played an important role in supporting leaders to bring about improvements to the quality of teaching and learning and to outcomes for pupils since the school was last inspected.
- Governors have completed a detailed review of the work of the school, based on reports from leaders and representatives of the local authority, alongside monitoring they have undertaken with school leaders. This has enabled them to form an accurate view of the strengths of the school and the impact of the improvements that have been made since the previous inspection.
- Governors check closely on the progress that pupils are making. They meet with leaders and pupils to check for themselves that the information they receive from leaders stands up to close scrutiny.

Safeguarding

- The arrangements for safeguarding are effective.
- All the appropriate vetting checks are made when a new member of staff starts at the school.
- The headteacher ensures that all staff receive appropriate training, including in relation to radicalisation and extremism, sometimes alongside governors. Safeguarding is on the agenda at every staff meeting so that staff receive regular updates. Staff know how to raise a concern, should they have worries. The headteacher makes sure that any concerns about a child's welfare are referred to the appropriate agency in a timely manner.
- Every parent who responded to Ofsted's online survey, Parent View, agreed that their

child was well looked after at school. Every pupil who spoke with the inspector said that they felt safe. Pupils are aware that the staff play an important role in this. One pupil explained that as the class had set off on a trip, their teacher had said, 'My main priority is to keep you safe.'

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the last inspection. It is now good across the school.
- Teachers plan learning that takes account of what pupils already know and can do. This means that the work they give to pupils is matched closely to their ability. Pupils make progress during lessons because teachers and teaching assistants keep a close eye on how well pupils are getting on. Adults step in quickly to offer additional challenge or support when pupils need it.
- Teaching assistants offer effective support to pupils in class, including those who are disadvantaged or those who have special educational needs and/or disabilities. Pupils say that adults check they understand and can do the work. Teaching assistants skilfully balance the level of support and challenge they provide so that pupils have a sense of achievement and independence.
- Teachers and teaching assistants make effective use of questions to deepen pupils' understanding. Pupils are often asked to explain their thinking. This helps teachers to check what pupils know and can do.
- Teachers make effective use of their subject knowledge to make strong links across lessons. They plan learning that is interesting for pupils. For example, in one lesson during the inspection, pupils who were learning about rocks and materials in a science lesson were discussing about how this related to their history topic about the Romans.
- At the start of lessons, teachers make the learning explicit to the pupils. Teachers provide work at several levels of difficulty for pupils to choose from, known as bronze, silver or gold level. Teachers are careful to make sure that pupils do not select something that is too easy or too difficult for them. Pupils are motivated to do their best and many aspire to reach 'gold' level.
- Time is not used well at the start of mathematics lessons for all groups of pupils. The explanations that teachers provide at this time are relevant to most pupils in the class. However, for some pupils the explanation is not required and it is too difficult for others to understand. This means that the least able and the most able pupils in the class are not making the best progress during this part of the lesson.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen learners. They have positive attitudes to their work, answering questions keenly in class. Pupils' books across the school and in all subjects are well-presented, demonstrating that they take pride in their work.
- Pupils are respectful of each other's ideas. In lessons, most pupils are keen to answer

questions. Even if an answer is incorrect, pupils are encouraged to explain their thinking so that misconceptions can be addressed and pupils can learn from each other.

- Pupils who spoke with the inspector say that they have learned in school about how to keep themselves safe, for example when they use the internet. They say that visits from the local police officer has helped them to understand about road safety and stranger danger.
- By the time they reach Year 6, pupils have a secure understanding about staying healthy through eating a balanced diet and taking regular exercise.
- Pupils enjoy taking responsibility as 'buddies' in school, taking care of younger pupils and helping lunchtime staff. In class, pupils are monitors for reading books, the register or the daily prayer. They recognise, and believe it is very important that, older pupils have a responsibility to set a good example to younger pupils.
- A very few parents who responded to the online survey, Parent View, raised concerns about leaders' response to bullying incidents. None of the parents who spoke with the inspector raised such concerns. Every pupil who spoke with the inspector about this said that bullying was very rare and that if it ever did happen they would be able to speak with a trusted member of staff. They were very confident that the adult would deal with it for them. The inspector agrees with the view of the pupils and the majority of parents.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite to adults and each other alike. They walk around school in an orderly manner. Pupils conduct themselves well in school and outdoors at playtime. As a result, the school is a calm and purposeful place in which to learn.
- Attendance is above the national average. No pupils are persistently absent. This indicates that pupils enjoy coming to school.
- Teachers have high expectations of pupils. There is no low-level disruption in classes but very occasionally, a few pupils become fidgety and inattentive when they should be listening to the teacher or getting on with their work.

Outcomes for pupils

Good

- Outcomes for pupils have improved since the last inspection because leaders have focused sharply on improving the quality of teaching and learning. Leaders track more closely the progress that pupils make in order that those who require additional support or challenge receive it without delay.
- Published information from 2015 shows that there has been an improvement in the progress pupils made since the previous inspection in reading, writing and mathematics. By the end of 2015, every pupil in Year 6 had made expected progress in reading, writing and mathematics and the proportion exceeding expected progress in each subject was above the national average.
- The proportion of pupils achieving the expected standard in phonics has been consistently above the national average for the last three years. Pupils of all ages told the inspector that they enjoy reading in school. Pupils at the early stages of reading make effective use of their phonics skills alongside other cues, such as looking at the

picture, to help them read. As pupils become confident readers, they say that they enjoy reading and express distinct preferences for authors, such as J. K. Rowling and William Shakespeare. As a result of studying 'A midsummer night's dream' in school, one pupil who has since read several Shakespearean plays, declared, 'I love the language and that it's not always a happy ending – sometimes it's a tragedy.'

- Provisional information for 2016 shows that the proportion of pupils reaching the expected standard by the end of Year 6 was higher than the national average in reading, spelling, punctuation and grammar, in line with national averages for writing and slightly below national averages for mathematics. Leaders wasted no time in identifying that pupils' problem-solving and reasoning skills could be improved. They have already begun to implement a programme to address this aspect of mathematics.
- Provisional assessment information for 2016 also indicates that by the end of Year 6 the proportion of pupils achieving the expected standard, and the proportion of pupils achieving the higher standard, in all of reading, writing and mathematics combined, exceeded the national average.
- There are too few disadvantaged pupils in each year group to comment on their progress without identifying them. However, school assessment information and pupils' books show that, throughout the school, disadvantaged pupils, including those who are the most able, make progress at least in line with other pupils and sometimes more than this across subjects.
- Pupils across the school have got off to a flying start this year. After just three weeks in school, pupils' writing books show improvements in pupils' handwriting, spelling, punctuation and sentence structure in all year groups and for pupils of different starting points.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. This is because the teacher with responsibility for these pupils checks regularly on their progress. He meets with the class teacher and parents to discuss the progress pupils are making and checks to see if the interventions are having the desired impact. If they are not, he adjusts the provision so that these pupils make good progress over time.

Early years provision

Good

- At the time of the inspection, children in the Reception class had only been attending school for a few weeks. They had settled well into school life because the teacher and teaching assistant have created a welcoming environment with clear simple routines for them to follow.
- Teaching in the Reception class is good. The teacher makes learning fun. During the inspection, she used resources well to inspire the children to write a letter to 'Pirate Sam' who was stranded on an island. Children made good attempts at early writing. The teaching assistant supported them well to capture what the children wanted to say.
- The teacher and teaching assistant make effective use of assessments to plan the next steps in children's learning. Learning journals show that parents have opportunities throughout the year to contribute to these assessments. The teacher involves professionals and external agencies, such as speech and language therapists, if this will be beneficial to the children.

- The teaching assistant develops children's language effectively. During a session on floating and sinking, she made effective use of questions to develop children's thinking and language skills.
- Children make good progress during their time in the Reception class so by the time they leave the Reception Year, more children achieve a good level of development than is seen nationally. This indicates that children make good progress and are well-prepared to start Year 1.
- Children behave well. They cooperate well together. There are Year 1 pupils in the class learning alongside the children in the early years. The teacher makes good use of this arrangement, as Year 1 pupils show their new friends how to sit on the carpet so that they can share ideas as 'talk partners'. The teacher makes sure that she has planned appropriate learning for the different ages and stages of pupils' development across the class.
- The assistant headteacher is responsible for leading the early years across the federation. She teaches at St Margaret's Primary School. However, she makes sure that she meets regularly with the Reception teacher at All Saints so that they can plan children's learning together. The two teachers work together to check that the assessments they are making of children's progress are accurate. This helps the leader to have a secure knowledge of the strengths of provision in the early years at All Saints Primary School.
- There is an outdoor space for children to use. Due to the layout of the school building, it is not accessible directly from the classroom. Nevertheless, the teacher makes sure that children can access the area every day. However, while the classroom and outdoor area offer a range of learning activities for the children, there is scope to develop them further to ensure all aspects of children's learning, including physical development and opportunities to be imaginative, are as well developed as other areas of learning.

School details

Unique reference number	112900
Local authority	Derbyshire
Inspection number	10018009

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Reg Tabb
Headteacher	David Hickey
Telephone number	01457 852756
Website	www.assmfederation.co.uk
Email address	info@allsaintsrc.derbyshire.sch.uk
Date of previous inspection	18–19 September 2014

Information about this school

- The school does not meet requirements on the publication of information about the curriculum, including phonics; governors' business interests; links to the Department for Education performance tables and the school's accessibility plan on its website.
- All Saints Catholic Primary School federated with St Margaret's Catholic Primary School in 2014. There is one executive headteacher and one board of governors across the two schools.
- All Saints Catholic Primary School is a much smaller than average sized primary school.
- The proportion of pupils eligible for the pupil premium funding is lower than average.
- Most pupils are of white British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is much lower than average.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of year 6.

Information about this inspection

- The inspector met with the executive headteacher, assistant headteacher, leaders with responsibility for English and mathematics, and pupils who have special educational needs and/or disabilities. Meetings were also held with five members of the governing body, including the chair, and a representative of the local authority. The inspector held a telephone conversation with a representative from the diocese.
- The inspector met with two groups of pupils and heard six pupils read. She also spoke informally with pupils in class.
- The inspector spoke with 10 parents as they brought their children to school in the morning and took account of 25 responses to the online survey, Parent View. There were two responses to the online survey for pupils and one response to the staff survey. The inspector took these into account.
- The inspector observed learning in seven lessons across all year groups and observed pupils during playtime and lunchtime.
- The inspector scrutinised a range of documentation, including that relating to safeguarding, the school's self-evaluation and development plans, behaviour records and attendance. She checked the school's website and looked at pupils' work in books.

Inspection team

Di Mullan, lead inspector

Her Majesty's 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.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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/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.gov.uk/ofsted

© Crown copyright 2016