

All Saints CofE Primary School

1 little Horton Green, Bradford, West Yorkshire, BD5 0NG

Inspection dates 17–18 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is good school.

- Leadership and management are good. The headteacher and leaders at all levels, including governors, have improved the quality of teaching and pupils' achievement, despite major structural changes to the school.
- They have coped well with moving to a new school site since the last inspection. They are currently managing very well, the expanding number of classes in the school on two sites, due to the rise in pupil numbers.
- Pupils' achievement is good and improving. This is because the quality of teaching is now good. The school makes good use of teachers' skills and work with other schools and experts in education, to improve the quality of teaching.
- Lessons are interesting and encourage pupils to work well with each other. Teachers develop pupils' listening and speaking skills well.
- Learning is well supported by trips out and visitors to school, to keep pupils motivated and further support their learning.
- Behaviour is good. Pupils from a wide range of backgrounds get on well with each other and with all adults in the school. They enjoy learning about each other's cultures and backgrounds. As a result, they demonstrate good spiritual, moral, social and cultural development.
- The school is a safe, calm and orderly place. Pupils are happy and feel safe at the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding to help pupils reach higher standards. Areas for improvement from checks on lessons judged as good are not followed up well enough to ensure more teaching is outstanding.
- Not enough pupils are reaching the expected standards at the end of Year 6 in reading.
- Teachers do not regularly ensure that pupils have work which is well matched to their needs early in the lesson.
- Marking is not consistently good across the school and pupils are not given enough opportunities to respond to marking.
- Teaching assistants are not used well enough in lessons, to provide support to pupils to move them on more quickly in their learning.
- The outdoor environment is not being used enough to further develop pupils' learning.

Information about this inspection

- Inspectors observed 22 part lessons, three involving joint observations with senior leaders, including the headteacher.
- Inspectors listened to pupils read from different year groups.
- Inspectors took account of 23 responses to the on-line questionnaire (Parent View) and responses to a parental questionnaire recently carried out by the school.
- Meetings were held with two groups of pupils from Years 5 and 6, and inspectors spoke to pupils at break and lunch times.
- Inspectors also held discussions with the Chair of the Governing Body and two other members of the governing body, the School Improvement Partner, a representative of the local authority and with most of the teaching staff.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils’ books were closely checked by inspectors.

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Jan Lomas	Additional Inspector

Full report

Information about this school

- This is larger than the averaged-sized primary school.
- Most pupils are of Pakistani heritage. The next sizeable group of pupils are of Bangladeshi heritage.
- A much higher proportion than average speak English as an additional language.
- A high proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion of pupils supported through school action is well above average.
- The proportion supported at school action plus or with a statement of special educational needs is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Reception and Year 1 classes are educated on another off-site building near the school. There is a lack of space in the main school building due to the current expansion of the school from two- to three-form entry.

What does the school need to do to improve further?

- Further raise achievement for all pupils, and particularly in reading by the end of Year 6, through increasing the proportion of outstanding teaching, by:
 - ensuring leaders frequently and thoroughly, follow up areas for improvement from checks on lessons judged as good, to ensure that more teaching is outstanding
 - ensuring that newly purchased books are improving pupils' reading skills, particularly in Year 6, so they consistently reach the levels expected for their age
 - ensuring pupils are given work that is better matched to their specific needs and abilities earlier in lessons
 - improving the quality of marking across the school to ensure pupils regularly have detailed feedback on how to improve their work
 - providing more time for pupils to read teachers' comments about their work and for them to respond to those comments
 - improving the use of teaching assistants, by using them earlier in lessons to help pupils learn more quickly
 - increase the use of the outdoor environment to enhance learning, especially in the Nursery classes.

Inspection judgements

The achievement of pupils is good

- Progress is good throughout the school compared to what it was at the time of the last inspection. The number of pupils making expected and above expected progress, compares well with national figures. This is because the quality of teaching is improving.
- Because children speak English as an additional language, they begin in the Nursery class with skills which are typically below those expected for their age, particularly in communication, language and literacy. Due to the good attention paid to their early language needs by staff, they make good progress in the Nursery and Reception classes and continue to do so throughout their time at the school.
- At the end of Year 6, although lower in reading, pupils are now reaching standards in writing and mathematics in line with the national average. Standards across all subjects at the end of Year 2 are rising. Pupils are now broadly reaching the standards expected of them. In reading in particular, pupils at the end of Year 2 are improving faster than the national rate.
- All pupils from different backgrounds achieve well. Where there are gaps in some year groups, particularly between Pakistani and Bangladeshi pupils, they are closing well due to the school's good commitment to ensuring pupils are given an equal chance to succeed.
- Pupils read well. Pupils in Years 1 and 2 tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds. This is reflected in the above average proportion of pupils reaching the expected standard in the phonics screening check by the end of Year 1.
- By Year 6, pupils read with expression and understanding. They have a good knowledge of a wide range of authors and particularly enjoy the new, more suitable reading books that they have access to in the library and in their classrooms.
- Pupils write well due to the interesting range of topics that stimulate their imagination. They generally take care in their presentation and largely spell words accurately.
- Pupils enjoy mathematics and achieve well. They display good confidence in written and mental calculations and using mathematical symbols accurately.
- Disabled pupils and those who have special educational needs generally make good progress due to the additional support they receive in lessons. They benefit from their needs being identified early and effective support put in place.
- Pupils who benefit from the pupil premium funding make similar progress to other pupils. However, pupils are a term behind in English and mathematics compared to all other pupils in the school. The school's current data shows that the gaps in attainment are closing.

The quality of teaching is good

- Teaching is good overall with some that is outstanding. Across the school, teachers consistently ensure pupils work well together to talk about the meaning of words, how to solve problems, and how to further improve their work. As a result, pupils develop good social and communication skills, as well as a good understanding and command of language.
- Teachers are good at stopping the class at various points of the lesson, to show pupils how to improve their work. Questioning is also used well by teachers to help pupils check and develop their understanding.
- Sometimes, however, teachers do not ensure that pupils have work which is well matched to their needs, early in the lesson. There is a tendency for some teachers to keep pupils together at the same level of learning with the same resources for too long. As a result, pupils are not always challenged sufficiently nor do they progress as quickly as they could.
- Most teaching assistants are skilful. Inspectors observed them helping pupils to develop an understanding of language and mathematical concepts throughout the school and particularly

well in Reception and Nursery classes. However, in some lessons, they along with pupils, listen to the teacher talking for too long when they could be supporting pupils with ability-related tasks earlier on in the lesson. Activities are usually interesting and varied. Practical equipment is often used well at every opportunity to support and develop mathematical understanding. This was seen particularly in Year 1 lessons. However, there are missed opportunities to improve learning by using the outdoor environment, particularly in the Nursery classes.

- Marking is generally good. Teachers clearly advise pupils on what they have done well and give clear targets on what they need to do to improve further. However, the quality and detail of comments by teachers sometimes varies between classes. Also, pupils are not always encouraged or given enough time to improve their work in response to teachers' marking.

The behaviour and safety of pupils are good

- Pupils are happy at school. This is reflected in their improving attendance. Most of the parents who responded to the on-line questionnaire (Parent View), also agree with this.
- Pupils have a clear understanding of the school's behaviour policy and respond well to the high expectations of their behaviour. Adults and pupils relate well to each other, which helps to create a positive and safe environment around the school.
- In lessons, pupils behave well, are keen to learn and display very good social skills because of the regular opportunities they have to talk in groups. Behaviour outside lessons is also generally good, but pupils say that behaviour can sometimes get too boisterous on the playground. School records about behaviour indicate behaviour is usually good.
- Pupils feel safe. They are very clear that bullying does not take place and those pupils from different backgrounds get on well. They appreciate and enjoy learning about each others' cultures.
- Pupils show good awareness of drugs and alcohol misuse due to the specialist teaching the school brings in to help pupils. They also show good awareness of how to keep safe when using the internet.

The leadership and management are good

- The headteacher, well supported by leaders at all levels and the governing body, has shown good ambition and determination. The school has improved pupils' achievement and the quality of teaching whilst increasing the number of pupils at the school and moving site, including the use of another site.
- Issues from the last inspection have been addressed successfully. The school's effectiveness has improved from satisfactory to good. The school, therefore, demonstrates good ability to improve further.
- The school know its strengths and weaknesses well. It has put the appropriate strategies in place to move the school forward. This is particularly demonstrated in using the school staff, partnerships with other schools and experts in education, to improve the quality of teaching. The local authority has also provided effective support for the school by helping to ensure greater accuracy in the assessment of children in the Nursery and Reception classes.
- Leaders and managers across the school regularly check on and improve the quality of teaching. They pay good attention to and ensure swift support for teachers who do not consistently teach to a good standard. However, they do not consistently follow up on areas for improvement from lessons judged as good, to see if improvements have occurred. As a result, whilst pupils' achievement is good overall, it is not yet outstanding.
- Newly-qualified teachers are well supported, as well as those staff that are new to the school. Performance management of staff is good and is helping to teachers to improve their work.
- Trips and visitors to the school are used well to promote pupils' spiritual, moral, social and

cultural development. For example, pupils' interest in science and history are well supported by scientists visiting the school and pupils enjoy visits to museums to learn about life during the Second World War in Britain. Pupils enjoy regularly learning about each others' cultures and religions.

■ **The governance of the school:**

- Governance is good. Governors are well informed through reports and visits, and also make good use of the school's and national performance data to check that pupils are making the progress of which they are capable. This includes making sure that pupil premium funding is making a positive difference to the achievement of those eligible pupils. They are becoming more skilled at checking the quality of the school's work because they are now linked with classes to enable them to have a better understanding of the quality of teaching. Governors have a good awareness of the positive impact of setting targets for teachers and ensure that teachers are only rewarded for meeting their targets. They pay close attention to the school's finances to ensure that pupils are succeeding well in their education and have all support they need.
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What inspection judgements mean

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

School details

Unique reference number	107302
Local authority	Bradford
Inspection number	400902

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	569
Appropriate authority	The governing body
Chair	Harry Atkinson
Headteacher	Susan Hart
Date of previous school inspection	11 November 2009
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