

All Saints Catholic Voluntary Aided Primary School

Oakfield, Anfield, Liverpool, Merseyside, L4 2QG

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- This is a school that has improved significantly since the last inspection and now provides an outstanding education for its pupils.
- All Saints is at the heart of its community. It is led by an inspirational headteacher and very ably supported by senior leaders, middle leaders and governors.
- The school has a clear vision of what an All Saints learner will look like and everybody in the school community is committed to this. As a result, pupils are being exceptionally well prepared not only for the next stage of their education but also for life.
- Leaders at all levels, including governors, have been highly effective in improving the quality of teaching so that it is now outstanding.
- Pupils currently on roll make outstanding progress in all subjects. Attainment is also now average.
- Disadvantaged pupils are making rapid progress as result of highly effective use of the additional funding to support these pupils.
- Disabled pupils and those who have special educational needs make rapid and sustained progress. The staff are quick to recognise pupils who would benefit from additional support and this timely intervention helps these pupils significantly.
- Pupils who have severe and complex learning difficulties in the specialist provision are progressing very well. They are taught in a calm and nurturing way.
- Teachers use excellent questioning and are quick to move pupils on to new learning so that no time is wasted.
- Teaching assistants are highly effective in their work with individuals and small groups.
- Pupils are very clear about how they can improve their work. They also benefit from more in-depth feedback during regular 'teacher talk' and 'mend it Monday' sessions.
- Children receive a good quality curriculum in the early years and make good progress. However, teaching is not as strong in the early years as in the other parts of the school.
- Pupils' behaviour is outstanding and their attitudes to learning are exemplary. This is as a result of teachers planning activities which are well matched to their needs.
- The school's work to keep pupils safe and secure is outstanding. Pupils are particularly knowledgeable about how to stay safe on the internet.
- The school curriculum is outstanding. It provides many exciting experiences in the arts, sport and modern foreign languages. The school also enjoys strong international links and is preparing pupils well for life in modern Britain.
- The school has outstanding partnerships with the community, in particular Liverpool Football Club and the Liverpool Philharmonic Orchestra. It is a strategic partner in the North Liverpool Teaching School Partnership.
- Parents are very happy with the school's work and would certainly recommend it to other parents.

Information about this inspection

- The inspectors observed teaching and learning in 26 lessons or parts of lessons taught by 15 teachers.
- The inspectors listened to pupils read and scrutinised pupils' work.
- Discussions were held with representatives of the governing body, representatives of the local authority, senior leaders, middle leaders, other staff, parents and pupils.
- The inspectors looked at the school's documentation including curriculum plans, safeguarding policies, the school development plan, records used by the school to measure how well it is doing, minutes of governing body meetings and records of behaviour. They also looked at displays in classrooms and around the school.
- The inspectors looked at a wide range of information on how the school checks the progress of the different groups of pupils.
- The inspectors took into account the 57 responses to the online questionnaire (Parent View) and letters of support sent in by parents.
- The inspectors also analysed the 54 questionnaires completed by staff.

Inspection team

Desmond Stubbs, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is above the national average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Children in the Nursery attend part time and the Reception class is full-time provision.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has specialist provision for 20 pupils with severe and complex learning difficulties.
- The assistant headteacher is currently on secondment at another local school.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in the early years so that it is consistently at an outstanding level by:
 - having even higher expectations for every child in the early years
 - making sure that records in the children's learning journals identify what the child should do next so that planning is more closely targeted to children's needs
 - engaging a greater number of parents in the teaching and learning of their children on a more regular basis.

Inspection judgements

The leadership and management are outstanding

- All Saints is outstanding in the way it welcomes and does its best for every pupil. It has a special place at the heart of its community. School is a calm, orderly and purposeful place. All members of the school community are committed to providing pupils with rich experiences which will lead them to achieving and behaving well, and being well-rounded individuals ready to take their place in the world. This has been achieved by outstanding leadership at all levels, including the specialist provision, and a headteacher who has a clear vision for the school which will not be compromised.
- Senior leaders are highly skilled in using the wealth of information they collect to direct their resources to bring about the most impact and best outcomes for pupils. The school has a very accurate understanding of how well it is doing and where it can further improve. The systems in place have led to teaching significantly improving in the past two years.
- Middle leaders are very active in checking their subject areas. They have been well trained to undertake their roles and are already undertaking responsibilities which will prepare them for senior leadership.
- The school has highly effective systems for managing the performance of teachers. Teachers reflect on their own practice using the Teachers' Standards. They are set challenging targets linked to pupils' progress and are provided with the appropriate training to succeed. Teachers talk very positively about the opportunities the school provides for them to improve their teaching performance, leadership skills and to visit and develop international links in areas such as Sierra Leone.
- The additional government funding to support disadvantaged pupils is being used highly effectively to support both the academic and the emotional well-being of these pupils and close gaps between these pupils and other pupils within school and nationally.
- The curriculum is outstanding. It has been carefully designed so that pupils can learn about their community and apply their basic skills across the curriculum. Learning is relevant and fun. It is full of creative opportunities for pupils to make outstanding progress including in their social, moral, spiritual and cultural development. The school is a 'French School of Excellence' for its teaching of the language. All pupils in Key Stage 2 play a musical instrument as part of the 'Tuning In' project and this culminates in All Saints pupils, both past and present, coming together each week to play in the All Saints Community Band. The school provides an extensive range of after-school activities, which are well attended, and the coordinator regularly checks on the effectiveness and take-up of these clubs to ensure maximum impact.
- Pupils' health and well-being are of prime importance to the school. The primary school sport funding effectively contributes towards this, but it is augmented by the school to enable pupils to enjoy the many experiences. On 'Work Out Wednesday', all pupils come dressed in their tracksuit and enjoy exciting activities throughout the day such as kayaking and bouldering. The school is further supported in this by the Liverpool School Sports Partnership.
- Liverpool Football Club is a valued partner with the school, not only in physical activities but also in using the players and ground to make learning fun and raise self-esteem. The club's work with the school is held up as a model of good practice by the Premier League. This is just one of many ways in which the school and the local community work in partnership.
- The school is a strategic partner in the North Liverpool Teaching School Partnership, taking a leading role in developing training. Teachers from All Saints deliver training for the partnership and, in addition, senior leaders provide support for other schools in the local area.
- The school's arrangements for safeguarding and child protection meet statutory requirements. Staff and governors are very well trained.
- The local authority provides the school with effective, light-touch support.
- **The governance of the school:**
 - Governors fully understand their different roles on the governing body and are united in their passion for providing the best for the pupils at All Saints. They have a deep understanding of the school. Governors are proud of its many strengths, especially the curriculum and that the school is at the heart of the community. They know what needs to be done for the school to improve further.
 - Governors are linked to classes and many have additional roles which bring them into school to look more deeply at teaching and learning. They are provided with much data at meetings related to how well pupils are achieving. Minutes of meetings reflect appropriate challenge and support for the school.
 - To enable governors to make informed decisions on how well teachers are performing, a governor will check the evidence teachers provide with the headteacher and this leads to open, transparent and highly effective systems. Governors are very clear that pay progression is not automatic.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. All staff have the highest expectations of behaviour and this is reflected in the polite and well-mannered way that all members of the school community conduct themselves. Pupils will open doors for adults, greet them with a welcoming smile and offer support if they look lost. They are all a credit to their school and their community.
- Arrangements at lunchtime are excellent, both in the hall and on the playground. Outside, pupils are very well supervised and the well-organised areas, which are also fully resourced, lead to a positive experience for pupils. Pupils take care of their environment and are proud of their school.
- In lessons, teachers are highly skilled in planning activities which are well matched to the needs of pupils. As a result, pupils are highly motivated and display exemplary attitudes to learning. Whether working with the teacher or a teaching assistant, inside or outside the class, pupils invariably give their best.
- In lessons, pupils regularly display the qualities the school expects as a learner at All Saints. They are curious and have enquiring minds. They show much independence and resilience, such as when solving challenging mathematical problems with one another or mastering the tune 'Twinkle Twinkle' on the trumpet.
- Attendance is currently above average and rapidly improving. This is thanks to the wide range of strategies employed, in particular the daily checking of attendance by the learning mentor.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe at school and parents strongly agree. Pupils told inspectors that bullying is very rare. They have an excellent understanding of the different types of bullying and what constitutes a bullying incident. Pupils have been taught well how to manage bullying if it does occur and pupils talked about 'TTT' - tell the teacher - if in danger.
- All pupils were clear on what to do if they ever felt unsafe on the internet. They spoke eloquently about their digital footprint and how that helps the school keep them safe.
- Visitors to the school are properly checked and do not pose any threat to pupils.

The quality of teaching is outstanding

- The evidence in pupils' books and the information the school holds about the achievement of pupils show that the quality of teaching over time in Key Stages 1 and 2 is outstanding and this leads to outstanding progress. Pupils love their lessons and parents strongly agree that their children are well taught across the school and in the specialist provision.
- The warmth of relationships between adults and pupils is very evident in all classes. Teachers have created a curriculum which is extremely well matched to the needs of the pupils and bespoke to the local area in which they live. Pupils are excited by the many imaginative and challenging activities.
- Outstanding support is provided by teaching assistants when working both in and outside of the classroom. Many pupils are provided with a personalised daily programme, which enables them to make the same levels of progress as other pupils. Teaching assistants are keen to develop their own skills so they can do their best for pupils.
- Pupils talk very positively about the feedback they receive from teachers. Pupils are very clear on their next steps in learning and what they need to do to improve. 'TT' teacher talk and 'Mend it Monday' sessions are all effective strategies the school uses to address misconceptions with pupils and further improve the quality of work.
- Pupils make rapid progress in lessons because teachers are highly skilled at moving around the class while pupils are learning, asking them searching questions and showing them how they can improve their work. No time is wasted and this was also evident in pupils' exercise books.
- The teaching of reading and writing is outstanding. Lessons are very well organised, a lot of learning takes place and pupils make rapid progress. In a Year 2 lesson, pupils confidently used the correct technical language; they were fully engaged in the lesson and worked together, changing verbs from the present to the past tense.
- Teachers provide many high-quality resources to support pupils in their writing and improve the richness of their vocabulary. In Year 3, pupils planned a leaflet to persuade visitors to come to Liverpool. Pupils

were presented with stimulating pictures, a bank of words, and questions to help them think how their work could be improved. This meant that pupils could work independently and make rapid progress.

- In mathematics, pupils have many opportunities to solve problems. In a Year 6 lesson, pupils challenged one another's mathematical thinking as they investigated questions such as, 'If you multiply a number by 10, will the result always end in a zero?' Mathematical equipment and apparatus were on hand to support learning, as they are in all classrooms. Key strengths of mathematics teaching are the speed with which teachers move pupils on to new learning and how time is very well used in lessons.
- The school makes a great effort to create an environment which is bright and attractive and reflects the high quality work the pupils produce across the curriculum. It shows the enrichment they receive in the arts and how pupils are prepared for life in modern Britain through international links with Seville and Sierra Leone.

The achievement of pupils

is outstanding

- The progress of current pupils throughout the school and in all subjects is outstanding. High proportions of pupils are making rapid progress and achieving better than would be expected. The school provides excellent equality of opportunity for all pupils.
- Pupils' attainment in the Year 1 national screening check to assess their understanding and use of phonics (letters and the sounds they make) is well above the national average and all pupil groups achieve well.
- In 2014, Key Stage 1 attainment was below the national average. The evidence, however, from the very recent assessments undertaken by pupils is that attainment is improving rapidly and now more closely aligned to the national average. This was also confirmed by the evidence in pupils' books, which showed high standards of work and outstanding progress since the beginning of the year.
- At the end of Key Stage 2 in 2014, from the pupils' different starting points, the expected progress was high compared to the national average in all subjects. In addition, many pupils made rapid progress in reading and the proportion of pupils making more than their expected progress was above the national average. Overall attainment is in line with the national average.
- Disabled pupils and those who have special educational needs make rapid and sustained progress because these pupils are quickly recognised as needing support. They are provided with assistance from outside agencies and teaching which is of a very high quality and very well matched to their needs.
- Pupils in the specialist provision make excellent progress similar to all other pupils. Very high proportions make progress even better than might be expected because they work in a very calm environment where they receive outstanding support from adults who have high expectations, which are specific to their emotional and learning needs.
- In the 2014 national tests for Year 6 pupils, the attainment of disadvantaged pupils supported by the pupil premium was four terms behind other pupils both within school and nationally in English and mathematics. However, the proportion of disadvantaged pupils making the progress expected of them was better than other pupils nationally in both English and mathematics.
- In the past three years, the gap in attainment between disadvantaged pupils and non-disadvantaged pupils has closed in both reading and writing but not as rapidly in mathematics. The school's present data, however, show that these pupils are now all working at very similar levels in all subjects.
- In 2014, the most able pupils achieved better than similar pupils nationally and this has continued. Pupils are working at the highest level in mathematics for Year 6 pupils. They have also enjoyed specialist mathematics teaching from the feeder high school. These pupils talked enthusiastically about their work. They recognised that they were able to work at a quicker pace than other pupils and they enjoyed the additional challenges they were set. For instance, a large group of very able mathematicians in Year 6 were presented with a series of complex problems which they thoroughly enjoyed.
- Pupils are extremely well prepared for the next stage of their education not only in their grasp of the basic skills but also in their social and emotional well-being due to the richness and breadth of the curriculum. All pupil groups achieve well and the school is providing outstanding equality of opportunity.

The early years provision

is good

- Generally, children enter the Nursery and Reception classes with skills and knowledge below those that are typical for their age, especially in their language and social development. They make good progress in all areas of their learning and in their personal development. The proportion reaching the expected level at

the end of the Reception Year is close to the national average.

- Children receive a good quality, broad and rich curriculum and within that enjoy some special moments, such as when working with the Liverpool Philharmonic Orchestra. Children displayed high levels of concentration, the work helped develop their listening skills and they thoroughly enjoyed the experience.
- The indoor and outdoor areas are good and have continued to improve since the previous inspection. They contribute significantly to the children's creative and imaginative play. The children are provided with good quality resources that encourage them to work independently.
- The early years provision is well led and managed and the children receive high quality care from all the adults. Teaching assistants are highly effective in their role and children respond by behaving well and showing a positive attitude to their learning.
- Although children achieve well, teachers do not have high enough expectations for all children. The children's learning journeys do not identify the next steps of learning, so that future activities can be carefully planned to match the specific needs of the children.
- Parents are positive about the start their children get off to at All Saints but there are missed opportunities to involve parents more in their child's learning.

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	134250
Local authority	Liverpool
Inspection number	461704

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair	Fr Stephen Maloney
Headteacher	Mr Jeremy Barnes
Date of previous school inspection	23 April 2012
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