

Inspection of a good school: All Saints Catholic Primary School

Chesnut Grove, Bootle, Merseyside L20 4LX

Inspection dates:

14 and 15 September 2021

Outcome

All Saints Catholic Primary School continues to be a good school.

What is it like to attend this school?

All Saints Catholic Primary School is a happy and caring community. Pupils said that being part of this school is like 'being in one big family.' Leaders and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders are passionate that all pupils will become respectful and caring young citizens. Pupils live and breathe the school's Catholic values.

This is a safe and supportive place to learn. Pupils appreciate and enjoy a range of clubs and sporting opportunities that further support their development. Pupils' learning is further enriched by visits and visitors. These include trips to the local beach and to musical performances. Pupils care about the environment and raise money for many local charities.

The school is calm and orderly. Pupils understand that if bullying was to happen, their supportive and trusted teachers would act swiftly to stop it. Pupils said that staff always have time to listen to them. Leaders have enabled pupils to have a strong sense of right and wrong. Pupils know that discriminatory language will not be tolerated.

What does the school do well and what does it need to do better?

Pupils benefit from an ambitious, broad and rich curriculum. Leaders have thought carefully about what they want pupils to learn. Curriculum plans make it clear what important knowledge pupils should learn and when they should learn it. Pupils can recall much of their past learning in detail. For example, in geography, pupils can name the world's oceans. However, curriculum plans in a small number of subjects do not always outline how important knowledge builds from the early years to Year 6. In these subjects, pupils' learning does not always build on what they already know.

Pupils enjoy reading. Teachers read a range of interesting books to pupils daily. The reading curriculum, including for children in the early years, is planned well. This enables pupils, including those with SEND, to become confident readers. Staff in the Nursery

develop children's language skills through well-organised activities. This helps children to have the best start possible for when they start to read in the Reception Year. Staff have received suitable training. As a result, staff deliver the early reading curriculum well. Teachers regularly check how well pupils are reading. Those pupils who need additional support, including pupils in key stage 2, get the help that they need to catch up quickly.

Leaders have developed an effective mathematics curriculum. This starts in the early years and builds in a logical way. Children in the Nursery develop a strong understanding of number. Pupils have many opportunities to practise and recall important mathematical knowledge. This improves pupils' mathematical fluency and confidence. Pupils who need more help receive targeted support which ensures they have a secure understanding before moving on to more complex tasks. This prepares pupils well for their next stage of education.

Leaders and staff support pupils with SEND well. Staff work closely with other professionals to identify needs quickly. They plan appropriate adaptations to the curriculum and support pupils' wider development. Pupils with SEND are fully included in school life.

Pupils develop strong and trusting relationships with staff. Pupils show positive attitudes to learning in their lessons. This means that disruption to learning is rare. Pupils move around school calmly. They play cooperatively during lunchtimes, playing football, using the outdoor gym equipment, or relaxing with their friends in 'Sadie's Garden'.

Leaders encourage pupils to develop a strong sense of the wider world. Staff teach pupils to be respectful to all, including those of different backgrounds and faiths. Pupils enjoy taking on responsibilities such as becoming a member of the eco club or a school librarian.

Governors and leaders know the school well. Governors offer effective support and challenge to school leaders. Staff say that leaders are caring and approachable. Staff appreciate how well senior leaders consider their work-life balance and well-being. Teachers reported that the time spent checking pupils' learning, and reporting to parents, is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have safeguarding as their top priority. Staff share this view. Staff have an excellent knowledge of pupils, their families and the community. This allows them to quickly identify any safeguarding concerns. Staff record these concerns in detail. When they need to, leaders are tenacious in making sure that pupils get the help that they deserve. The pupils spoken to said that they feel safe in school. They know how to stay safe online. Older pupils are taught how to travel to secondary school safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, curriculum plans do not identify the most important knowledge that pupils need to learn. This means that pupils' learning does not always build on what they already know. Leaders should ensure that curriculum plans in all subjects show clear progression in knowledge from the early years to Year 6. This will help pupils to know and remember more across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 8 to 9 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	132208
Local authority	Sefton
Inspection number	10194630
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair of governing body	Letitia Wilkins
Headteacher	Angela Holleran
Website	www.allsaintsprimaryschool.co.uk
Date of previous inspection	8 and 9 June 2016, under section 5 of the Education Act 2005

Information about this school

- This is a Roman Catholic primary school.
- There have been significant changes to staffing in the school since the last inspection. This includes changes to senior leadership, teaching and support staff.
- The school had its most recent section 48 inspection, undertaken by the Archdiocese of Liverpool, in April 2018. The school's next section 48 inspection is expected to take place in April 2022.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in these subjects: reading, geography and mathematics. He met with subject leaders, visited lessons, reviewed pupils' work and spoke to teachers and pupils. The inspector also listened to pupils reading.

- The inspector also looked closely at art and design, physical education and music. He met with subject leaders, reviewed pupils' work and evaluated curriculum plans.
- The inspector scrutinised a range of documentation. He spoke to the headteacher and deputy headteacher throughout the inspection. The inspector held meetings with members of the governing body. He spoke on the telephone to a representative of the local authority and a representative of the archdiocese.
- The inspector held meetings with the staff responsible for safeguarding. He considered leaders' safeguarding processes and questioned staff's understanding of these procedures. The inspector observed pupils during playtimes, lunchtimes and at the breakfast club. He also discussed safeguarding with pupils.
- The inspector also held meetings with an educational psychologist and art therapist who are employed by the school.
- The inspector considered nine responses to Parent View, Ofsted's online questionnaire, including five free-text comments. He also considered 28 responses to the staff survey, and four responses to the pupil survey.

Inspection team

Adam Sproston, lead inspector

Her Majesty's Inspector

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