

Inspection of a good school: All Saints Primary School

Belle Vue Street, Gorton, Manchester M12 5PW

Inspection dates:

12 and 13 October 2021

Outcome

There has been no change to All Saints Primary School's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy school. They said that their teachers and friends are the best aspects of the school. Pupils value the warm and friendly relationships that they have with staff.

Pupils benefit from the range of support that staff provide for their well-being. Leaders ensure that pupils' social and emotional needs are met well.

Pupils are well mannered, friendly and respectful. They said that they behave well, and that bullying is rare. If bullying does happen, pupils are confident that leaders will deal with it swiftly and effectively. Pupils told the inspector that they feel safe.

Pupils speak fondly of the visits, visitors and special days that they enjoyed in the past. They are very pleased that more of these are planned now that the COVID-19 restrictions have eased.

The new leadership team expects all pupils to do well at school. However, not all pupils achieve as well as they should. For example, some pupils cannot read confidently and accurately.

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

Instability in the leadership of the school since the previous inspection led to a curriculum that was not well planned. This means that pupils have not remembered as much of their learning as they need to be successful. The current leadership team has improved the school's curriculum. However, the new curriculum plans are not fully in place in some subject areas. As a result, pupils' achievement is not as strong as it should be.

The new curriculum identifies the important knowledge that leaders want pupils to learn, revisit and remember. For example, in mathematics, teachers give pupils time to learn

important number facts and practise written calculations. Similarly, in history, staff make sure that pupils revisit their previous work in order to help with their learning. However, some subject plans do not include well-ordered steps in learning from the early years through to Year 1. Subject leaders have not fully considered how learning in the early years will build important foundations for children's future learning.

Children begin learning phonics as soon as they enter the Nursery class. Younger pupils are able to use their phonics knowledge to recognise and read words. However, pupils' reading books do not fully match the sounds that pupils know. Older pupils can describe their favourite books and authors. Despite this, some pupils' reading skills are not sufficiently developed for them to access the rest of the curriculum. This is because the previous curriculum did not enable them to develop as fluent and accurate readers. Leaders have introduced a new phonics and reading curriculum. Curriculum plans identify precisely the order that pupils should learn new letters and sounds. Leaders have also provided useful training for all staff. However, the new curriculum has not been implemented in all classes across the school.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are identified accurately. Detailed learning plans set out precisely the help that these pupils should receive in school. Effective support from experienced staff enables pupils with SEND to access the same curriculum as other pupils. Leaders have clear arrangements to ensure that pupils' needs are met quickly. Staff work closely with outside agencies and specialist providers to ensure that pupils with SEND receive the support that they need. These pupils make similar progress to other pupils in school.

Pupils are well behaved in their lessons and around school. They listen carefully to their teachers and concentrate on their learning. They are keen to do their best.

Leaders ensure that pupils learn about the wider world. They learn about different cultures and religions. They know that everyone is equal. Leaders have planned a curriculum that includes a variety of memorable experiences for pupils to enjoy. For example, pupils visit museums and a concert hall. Visitors to school deepen pupils' understanding of the school's personal, social and health curriculum. Pupils, parents and carers value the range of after-school clubs, including sports and music.

Staff value working closely with teachers from a local school. They speak positively about how these opportunities support their own leadership skills and teaching. Staff appreciate the trust that the leadership team places in them. They recognise leaders' efforts to consider their workload when new initiatives are being introduced. There is a strong sense of community in the school. The support given to families throughout the pandemic highlights the care and consideration leaders give to all members of the school community.

In discussion with the headteacher, the inspector agreed that early reading may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are well trained in how to ensure that pupils are kept safe. Staff recognise the importance of promoting pupils' health, well-being and social and emotional development.

Leaders ensure that pupils are given the right support when this is needed. Links with other agencies are strong and support is arranged in a timely manner. Leaders keep meticulous records to check that the right support is available for pupils and their families.

Pupils learn how to keep themselves safe and to recognise danger. Leaders' close liaison with the local community police officers enhances this work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum that leaders have planned is at an early stage of implementation. In these subjects, pupils have not learned all the important knowledge that they need to prepare them for their future learning. Leaders should work with teachers to ensure that the curriculum plans are fully implemented and enable pupils to achieve well across all subjects.
- The previous reading curriculum did not support pupils effectively in developing their early reading skills. The new reading curriculum is at an early stage of implementation. Leaders should ensure that the new curriculum has the intended impact in order to improve the progress that pupils make in reading. Leaders should also ensure that pupils are able to practise their phonics knowledge by reading books that match the sounds that they know.
- Subject leaders have not fully considered how children's learning in the early years will prepare them well for future learning. This means that children's learning does not build in a logical order as they move from the early years into Year 1. Leaders should ensure that in all subjects, the curriculum plans contain carefully ordered steps in learning, starting from the early years.

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 would now receive a higher or lower grade, 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 second section 8 inspection since we judged the school to be good in July 2011.

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	105480
Local authority	Manchester
Inspection number	10199648
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Anne Unwin
Headteacher	Gaynor Stubbs
Website	www.allsaints-pri.manchester.sch.uk
Date of previous inspection	1 March 2016, under section 8 of the Education Act 2005

Information about this school

- There is an interim leadership team in place.
- The school shares its leadership team with another local school and is exploring closer links between the two schools.
- New governors have been appointed since the last inspection.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the headteacher. This was taken into account by the inspector in his evaluation of the school.
- The inspector spoke with the interim executive headteacher, the interim executive deputy headteacher, the interim deputy headteacher, the special educational needs coordinator and the pastoral leader. He also spoke with a group of governors, including the chair of governors. The inspector also spoke with a representative from the local authority.

- The inspector looked at a range of documents, including the school's central record of checks undertaken on staff and visitors, and safeguarding records.
- The inspector carried out deep dives in early reading, mathematics and history. He talked with the curriculum leaders of these subject areas. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed pupils reading to their class teacher.
- The inspector observed pupils' behaviour in lessons and as they moved around the school.
- The inspector spoke with a group of pupils about their experiences at school.
- The inspector looked at the responses to Parent View, Ofsted's online survey, including the free-text responses. He also met with a group of nine parents to find out their views of the school. The inspector also considered the responses to Ofsted's questionnaire for staff and pupils' questionnaire.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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