

Inspection of All Saints Academy

Wretton Road, Stoke Ferry, King's Lynn, Norfolk PE33 9QJ

Inspection dates: 16 and 17 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils at All Saints Academy learn to be respectful citizens. They embody the school's motto of 'Loving all our neighbours'.

Pupils at this small, rural primary school learn about the wider world. They read and talk knowledgeably about different cultures. Pupils go on trips to London and visit miniature cities in the school hall. They enjoy gaining knowledge from visitors, such as explorers and authors. Pupils also develop understanding of their local area, for example when farmers speak at careers events.

Pupils play an active part in the smooth running of the school. Annually, pupils apply and get selected for a 'job' to do in school. Pupils learn about democracy by voting for leadership positions. They express pride about the speeches they write and deliver to apply for them.

Behaviour is calm, both in lessons and around the school. In early years, children concentrate when listening, and show independence when playing with their friends. Pupils say that bullying is rare. If it happens, leaders resolve it. Pupils feel safe because of the atmosphere of tolerance and kindness throughout the school.

Pupils do not achieve as well as they should because the quality of education is not consistently effective throughout the school.

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

Leaders have started to put in place a well-considered curriculum. Leaders identify the most important knowledge and vocabulary that pupils should learn. In reading and mathematics, teachers deliver the curriculum well. They make sure that pupils' learning builds on what they already know. Teachers check that pupils understand and remember the important content. As a result, pupils achieve well when developing their reading and mathematics knowledge.

In other areas of the curriculum, such as religious education (RE) and science, teachers are less consistent at delivering the curriculum as leaders intend. In these subjects, teachers are less confident with their subject knowledge, and need more training. They sometimes move pupils onto new learning before checking whether pupils understand what they have been already been taught. Teachers do not consistently revisit previous learning enough to ensure that pupils remember it over time. Pupils are not confident in using the subject-specific vocabulary they learn. Leaders are aware of these weaknesses and have plans to address them.

Leaders make sure that pupils learn to read quickly. Phonics is taught as soon as children start in the Reception Year. Pupils learn sounds in a well-planned order. Staff are well trained to support them. Teachers identify those pupils who may fall behind and help them catch up rapidly. Pupils read books that match the sounds they know. This helps them to practise and strengthen their phonic knowledge. Pupils, including

those who find reading challenging, read with increasing fluency and confidence. Pupils talk with pleasure about the books they read at home.

Children in early years achieve well. Their curriculum is well thought through and carefully planned. Leaders have high expectations for what children should know. Adults skilfully use opportunities when children are playing to talk to them about what they can learn. Parents praise the support their children receive. Teachers help children to build their language and communication skills quickly. Consequently, children learn what they need to be ready for key stage 1.

Pupils with special educational needs and/or disabilities (SEND) get careful support. Leaders identify their needs accurately. Leaders work closely with parents to ensure these pupils get the help they need. Staff are well trained to help pupils with SEND. Because of this, these pupils achieve at least as well as their peers.

Governors are passionate and knowledgeable about the school. They have the skills they need to fulfil their roles and responsibilities. Governors know the strengths and weaknesses of the quality of education, and have clear plans to make further improvements. They work closely with the trust to monitor and support leaders' work on the curriculum.

Staff say leaders consider their workload. Governors keep a close eye on staff well-being and offer help where there is a need. Staff praise how leaders support them to develop their careers. As a result, staff feel their well-being is supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. Leaders know the local risks and teach pupils about these, whether about the dangers on local roads or the potential threat of county lines. Staff are well trained in keeping pupils safe. Pupils say they feel safe and know a range of adults they could talk to if they have concerns. The curriculum content ensures pupils know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' subject knowledge in subjects other than reading and mathematics is not strong. Because of this, teachers do not correct misconceptions or develop deeper learning well enough. Leaders need to provide training for teachers so they are confident in delivering the foundation subjects as effectively as they do in reading and mathematics.
- Teachers do not always check what pupils have learned and remembered. Too many pupils learn new content before understanding what they have previously been taught. As a result, they develop gaps in what they know. Leaders need to

check that all teachers assess pupils' knowledge and understanding effectively so they are secure that pupils are ready to move on to new learning.

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	141464
Local authority	Norfolk
Inspection number	10200500
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Board of trustees
Chair of trust	Peter Benson Maxwell
Headteacher	Katherine Howe
Website	www.allsaintsacademy.norfolk.sch.uk
Date of previous inspection	11 and 12 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than an average-sized primary school. It became part of the Diocese of Ely Multi-Academy Trust in October 2014.
- All Saints Academy is in a partnership called The Village Saints Partnership with another local primary school, St Martin at Shouldham. The schools share the same headteacher and local governing board. Subject leaders teach in one of the schools but have responsibility for their subject's curriculum in both. Both schools are part of the trust.
- Almost all the school's pupils are from a White British background.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with senior leaders, other leaders, staff, pupils and those responsible for governance.
- Inspectors reviewed a range of school documents, including the school improvement plan, school policies and curriculum plans in a range of subjects.
- Mathematics, early reading, science and RE were considered in detail to evaluate the quality of education. In each subject, inspectors carried out meetings with subject leaders, visited lessons, and had discussions with staff and pupils. Inspectors also looked at pupils' work, which in early reading took the form of listening to pupils read to a familiar adult.
- To inspect safeguarding inspectors scrutinised the school's single central record, considered its safeguarding policy and spoke to leaders, staff and pupils.
- Inspectors reviewed the 23 responses that were submitted from this academic year by parents to Ofsted's online questionnaire, Ofsted Parent View, and 17 free-text responses submitted during the inspection. Inspectors also considered the nine responses to the staff survey and the 73 responses to the pupil survey.

Inspection team

Charlie Fordham, lead inspector

Her Majesty's Inspector

Hayley O'Dea

Ofsted Inspector

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