

Inspection of All Saints Church of England Primary School, Newmarket

Vicarage Road, Newmarket, Suffolk CB8 8JE

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils have happy and positive relationships with members of staff. Through 'life' lessons, they get to learn about kindness, and how every family is different. Any incidents of bullying are extremely rare. If pupils do ever have a worry, they put it in the worry box. Teachers will come and talk to them about these and help.

Everyone knows to be sensible. Pupils behave in a calm and orderly way around school. This includes outside, where pupils share, take turns and include each other in their games. Pupils really enjoy their assemblies. In these, they come together as a community for collective worship. They explore interesting stories, centred around the school's faith ethos.

All pupils get to learn about a broad range of different subjects. They learn specialised skills in these subjects, such as enquiry and practical investigation skills in science. Pupils are encouraged to read regularly. Those who are behind get extra support to catch up. Occasionally, some pupils are given 'bronze challenges' that are too easy. This frustrates them.

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

Leaders have carefully planned a broad and well-sequenced curriculum. It builds pupils' knowledge progressively, and connects subjects. Leaders have involved all staff in its formulation. There is a shared ownership and understanding of what pupils should learn. For example, in science, pupils develop skills in enquiry and practical based investigations. This allows pupils to develop effective subject-specific skills.

In history, pupils revisit and connect subject-specific skills such as chronology. This supports them to be able to remember new knowledge. Pupils also have opportunities to deepen their knowledge by making connections across the curriculum. For example, pupils learn about reading with relevant expression when exploring World War One letters. Teachers occasionally direct pupils towards tasks that are too easy for them. This limits the amount pupils learn at that time.

While changes to the wider curriculum are embedded, changes to mathematics, phonics and writing are more recent. Leaders have ensured that staff have had training in these new approaches. As a result, most staff implement these changes effectively, so pupils learn well. A small minority of staff require further training to ensure they use the new approaches as well as they should. However, overall, books match what pupils can decode, and staff are knowledgeable in supporting pupils to decode and blend words. As a result, pupils develop an effective phonics base to support later development of reading fluently.

Leaders ensure that a love of reading is encouraged across the school. Pupils study a range of high-quality books, and all are encouraged to read more widely. Pupils speak enthusiastically about what they read.

Broadly, pupils have achieved in line with national averages. Pupils achieve least well in writing. Leaders feel this area was most significantly affected by the COVID-19 pandemic. Leaders have put in place plans to raise achievement in writing in response to this. Teachers use standardised tests to benchmark pupils' progress. They commonly check what pupils can do at the start of a unit, so they can adapt their teaching to pupils' needs. Teachers check again what pupils can do at the end of a unit. This helps ensure that any gaps in learning or misconceptions are addressed.

Leaders carefully tailor provision to meet the needs of pupils with special educational needs and/or disabilities (SEND). Parents are positive about the support their children receive. This support starts in early years foundation stage (EYFS). Here, adults ensure that children have a rich and varied set of learning experiences to explore. They make sure that children with SEND are included in all of these activities and experiences. Staff skilfully support children to develop skills around turn-taking and sharing. The foundation for the school's calm and orderly behaviour is built here.

Leaders arrange a wide range of clubs, trips and visits and experiences for pupils. Pupils respect difference and treat each other with kindness and respect. A combination of their 'life' lessons and the faith-based values of the school ensures they actively learn about this.

School leaders work effectively with the local governing body and the trust to improve the school. However, in a small minority of aspects, more rigour is needed to ensure accountability and challenge processes. Leaders effectively consider staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are appropriately trained to ensure that they can identify pupils at risk. Staff are clear about how to report concerns.

Regular, topical updates are shared with both staff and pupils. Strong relationships exist with staff, so pupils feel comfortable to talk about any worries.

Leaders work effectively with external agencies to secure the support pupils need. Clear logs are kept of action taken.

Safer recruitment checks have been carried out. It was necessary to address some administrative gaps in records during the inspection. Leaders have plans in place to tighten quality assurance processes around this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, pupils are given challenges that are not well matched to their needs. This limits pupils' learning, and pupils become less engaged or frustrated. Leaders need to ensure that teachers understand how to adapt and scaffold learning to meet pupils' needs effectively.
- Approaches to phonics, mathematics and writing are in transition. While provision is broadly effective in these areas, some staff require further training to implement the new approaches consistently well. Leaders need to ensure that all staff have a shared understanding of these approaches, so that high-quality pupil outcomes are achieved.

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.

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	146086
Local authority	Suffolk
Inspection number	10241337
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	184
Appropriate authority	Board of trustees
Chair of governing body	Rachel Wood
Headteacher	Barbara Rodel
Website	www.allsaints.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- On 1 July 2018, All Saints' Church of England Primary School joined the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust.
- The headteacher took up her post in September 2021.
- The last section SIAMS section 48 inspection took place on 27 June 2016. The next one is due by June 2024.
- No pupils attend alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with curriculum leaders, looked at curriculum plans, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors conducted meetings with members of the governing body and trust, as well as leaders of provision for personal, social and health education, SEND, behaviour and attendance, EYFS and safeguarding. Inspectors also visited assembly and observed breaktimes and lunchtimes.
- Inspectors explored the school's safeguarding culture through viewing safeguarding records and procedures, meeting with a range of pupils and staff and talking to safeguarding leaders.
- Inspectors considered the 23 responses and 17 free-text responses made by parents to the survey, Ofsted Parent View. Inspectors also considered 14 responses to Ofsted's online staff questionnaire and one response to Ofsted's pupil questionnaire.

Inspection team

James Chester, lead inspector

His Majesty's Inspector

Nerrissa Bear

His Majesty's Inspector

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