

# Inspection of All Saints Primary School

Belle Vue Street, Gorton, Manchester M12 5PW

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Inspection dates: 8 and 9 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at this school. They told inspectors that they have lots of friends and that learning is fun. Pupils feel safe and well-supported by staff. Pupils spoke positively about the activities that are available to them at lunchtimes. For example, they dance to recorded music and play swing ball. Relationships between pupils and staff are positive.

Leaders have high expectations of what pupils can achieve. In most subjects, most pupils achieve well. Pupils benefit from the range of wider opportunities on offer. These include gardening club, visiting speakers and competitive sporting opportunities against the other school in the federation. Pupils, and their families, are supported to manage their well-being through initiatives such as the anxiety management drop-in morning.

There are high expectations of pupils' conduct. These are reflected in pupils' kindness and courteous manners as they move around the school. Low-level disruption is rare but staff deal with it effectively when it occurs. Pupils stated that staff help pupils to rebuild their relationships when they fall out with each other. Leaders deal with any incidents of bullying quickly and effectively.

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

Leaders have developed an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). In most subjects, leaders have given careful thought to the knowledge that they want pupils to learn and the order in which this should be taught. This knowledge clearly builds from the early years to Year 6.

Teachers have good subject knowledge. They explain new learning clearly and they check that pupils understand what has been taught. Teachers make links between what pupils learn and what they have learned previously. This helps pupils to build on their knowledge securely over time.

Reading is prioritised at the school. As soon as children join in the early years, they learn and practise the sounds that they need to know. Leaders have invested heavily in a new phonics programme. This has led to improvements in the teaching of early reading. However, leaders have not ensured that the extra support pupils get to address gaps in their phonics knowledge is making a difference. This is because staff have not received additional training on how to deliver catch-up sessions effectively. In addition, leaders and staff do not make the most of assessment information to identify gaps in pupils' phonics knowledge.

Leaders promote a love of reading. They have developed a welcoming library area that is well stocked with books that pupils enjoy. Leaders make sure that pupils access a broad range of books that enhance curriculum topics and themes. Pupils value the opportunity to extend their learning by reading these different texts.

Children in the early years settle into school life quickly. They develop positive relationships with their peers. Staff develop children's language skills through the positive interactions that they have with each other. The early years curriculum prepares children well for what they will learn in Year 1 and beyond.

Leaders make sure that pupils' additional needs are identified correctly and quickly. This includes pupils with SEND. Staff work well with external agencies to secure the additional support that pupils with SEND may need.

Leaders provide a range of opportunities that support pupils' personal development. Pupils engage in initiatives like mental health week and gain a strong understanding of how to look after their mental well-being. Pupils are taught effectively about healthy relationships. They know the signs of unhealthy relationships and what to do if they have a concern. Pupils have a good understanding of democracy and equality. Pupils demonstrate respect for and tolerance of each other's differences.

Pupils behave well in lessons and around the school. Pupils enjoy their learning and engage well in lessons. This means that low-level disruption is rare and is dealt with effectively when it occurs.

Leaders engage well with the staff. They have taken positive steps to improve staff's well-being and workload. For example, teachers plan together across the federation. Staff appreciate this partnership. Those responsible for governance fulfil their core functions effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a strong understanding of current safeguarding issues. Staff are well trained in safeguarding procedures. They know how to identify and report any concerns about pupils. Leaders regularly monitor such reports and secure help for pupils where it is needed.

Staff educate pupils on how to keep themselves safe, including when working or playing online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some pupils who find reading difficult do not receive effective support to address gaps in their phonics knowledge. This is because leaders do not identify these gaps and staff lack expertise in providing targeted support. Leaders should ensure that staff receive the training that they need to support pupils to catch up quickly.

## 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

<b>Unique reference number</b>	105480
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10240139
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Geldard
<b>Headteacher</b>	Gaynor Stubbs (Executive Headteacher)
<b>Website</b>	<a href="http://www.allsaints-pri.manchester.sch.uk">www.allsaints-pri.manchester.sch.uk</a>
<b>Date of previous inspection</b>	12 and 13 October 2021, under section 8 of the Education Act 2005

## Information about this school

- The school formally became part of a two-school federation on 1 September 2022. The governing bodies of the two schools amalgamated at the same time. Both schools in the federation are now overseen by one governing body.
- An executive headteacher has been appointed since the last inspection. The executive headteacher is also responsible for the other primary school in the federation.
- The governing body oversees the before- and after-school club.
- Leaders do not make use of alternative provision.

## Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, history and mathematics. For each deep dive, they met with the subject leader and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult. Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- Inspectors spoke with members of the governing body, the executive headteacher and other school leaders. The lead inspector spoke with a representative of the local authority. Inspectors also talked with staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

## Inspection team

David Spruce, lead inspector

His Majesty's Inspector

Mark Quinn

His Majesty's Inspector

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