

# Inspection of All Saints Interchurch Academy

County Road, March, Cambridgeshire PE15 8ND

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Inspection dates: 15 and 16 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

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 at All Saints Interchurch Academy enjoy school and are happy. They describe their teachers as kind. Pupils are caring and look after one another. They feel that they are part of a big family. Pupils enjoy the opportunity to reflect during collective worship.

Pupils achieve well due to the high ambition leaders have for them. They study a range of subjects and enjoy the lessons that their teachers provide for them. While pupils remember what they have recently learned, they do not always have a secure understanding of the important parts of the curriculum.

Pupils behave well around the school. They understand what bullying is and say that it rarely happens. When it does, pupils are confident that teachers will address it quickly. They feel safe.

There are many activities for pupils to enjoy. They get involved in activities which support those in the community who are less fortunate than themselves. For example, pupils raise money for local charities and donate to a local food bank. Through lessons and assemblies, pupils develop an age-appropriate understanding of difference and relationships. They say it is important that 'you treat people as you want to be treated yourself'.

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

Leaders have a clear shared vision for the school. They have introduced a new curriculum in many subjects and revised the behaviour policy. This contributes towards pupils achieving well in their learning, and behaviour has improved over time. However, some of this work is in its early stages of development.

Curriculum plans have been recently introduced in most subjects. The curriculum is well designed and ensures that pupils' knowledge is developed and built upon their prior learning. Teachers check what pupils know at the start of lessons. They use this information to identify and support pupils who need additional help. As a result of staff training in early reading and mathematics, the curriculum is more established. There is a consistent and effective approach to teaching these subjects. However, in other subject areas where leaders are new to their role, subject leaders have not developed the knowledge and skills to be fully effective in their role.

In some other subjects, teachers are still getting to grips with the best approaches to teach the curriculum. This means that while pupils know what they have learned most recently, they do not always remember the important information they need in the long term.

Leaders have recently reviewed the provision for pupils with special educational needs and/or disabilities (SEND). Improved systems are in place. Staff training has increased awareness of the most effective strategies that improve outcomes for

pupils with SEND. This helps these pupils to learn the same curriculum as their peers.

Reading is prioritised. Leaders place a great importance in developing pupils' love of reading. Through their training, staff know how to teach pupils to read well. Pupils use the strategies they learn to sound and blend words, to help them to read with accuracy. Regular checks identify pupils who are falling behind. Specific targeted interventions for these pupils help them become better readers over time.

Leaders have put an ambitious early years curriculum in place. Children begin learning phonics in Reception, which contributes towards their early reading development well. Most children learn to read words and simple sentences with accuracy. Children are enthusiastic learners. They listen carefully and follow instructions. They have started to develop a sense of right and wrong. Staff use their expert knowledge to provide well-thought-out activities. These support all children to build on the skills and knowledge they have learned before. As a result, children make a good start to their education and are being well prepared for Year 1.

Leaders have high expectations for pupils' behaviour. This has led to a calm environment in lessons and around the school. Pupils show positive attitudes to their learning and are respectful of each other. Leaders strive to further improve behaviour by supporting a small number of staff to apply the new behaviour policy more consistently.

Many aspects of pupils' wider development are well established. Pupils value the chance to learn about different faiths. They take on roles of responsibility with enthusiasm. Junior travel ambassadors promote pupils walking or cycling to school. They are able to explain how this is good for pupils' health and the environment.

Staff are positive about the changes that leaders are making. They feel that leaders are considerate of their workload. Staff say that the new curriculum has made positive improvements to their workload.

There have been significant changes in governance at the school. An external review of governance identified a number of actions to improve effectiveness of the governing body. While governors are now starting to fulfil their responsibilities, there are not secure systems in place to support and challenge leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff know how to report a concern. Leaders follow up concerns in a timely and appropriate manner, working with external agencies where needed. Staff and governors undertake regular training and updates. This helps them to identify and monitor pupils who may be at risk of harm.

Pupils learn how to keep themselves safe when online. They also learn about how to stay safe in their local community, for example when crossing the road or riding a bicycle. Pupils know who to go to if they have a worry or concern.

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

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

- Leaders have recently introduced a new curriculum for several curriculum areas. Teachers are in the early stages of delivering this curriculum. The impact of this work on improving pupils' knowledge and understanding is not yet proven. Leaders need to provide teachers with the support and training required to ensure that the curriculum is implemented consistently as leaders intend.
- Subject leaders, some of whom are new to the role, need to be given the time and training to develop the skills required to monitor and evaluate their curriculum area. Leaders must ensure they are able to adapt the curriculum to the local context to ensure that pupils achieve better.
- The local governing body has undergone significant change. Some members are new to their roles. Although it is evident that the governing body is beginning to fulfil its duties, identified training needs should be addressed. This will support governors to establish effective systems to fulfil their roles to support and challenge leaders to raise standards in the school.

## **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

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| <b>Unique reference number</b>             | 139537   |
| <b>Local authority</b>                     | Cambridgeshire   |
| <b>Inspection number</b>                   | 10240989   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 202  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Karl Matthews  |
| <b>Headteacher</b>                         | Daniel Pickard   |
| <b>Website</b>                             | <a href="http://www.allsaints.cambs.sch.uk">www.allsaints.cambs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 5 and 6 November 2019, under section 8 of the Education Act 2005           |

## Information about this school

- All Saints Interchurch Academy is a slightly smaller than average primary school and is a stand-alone academy.
- The school has an Anglican and Catholic character. The religious aspects of the school's provision were last inspected in July 2016 under section 48 of the Education Act, 2005
- The current headteacher took up post in September 2021.
- Leaders do not use any alternative providers.

## Information about this inspection

The inspector(s) 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 four subjects: early reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders to discuss curriculum plans, visited lessons, spoke with teachers, spoke with pupils about their learning and reviewed samples of pupils' work.
- The lead inspector observed pupils reading to a familiar adult. He also listened to a small group of pupils read together.
- Inspectors spoke with groups of pupils about what it was like to be a pupil in the school, their learning beyond the classroom, and behaviours and attitudes in the school.
- Inspectors held meetings with the headteacher, other senior leaders, curriculum leaders, teachers and support staff. The lead inspector met with two members of the governing body and spoke to two trustees, one from each diocese, via video call.
- Inspectors considered the 45 responses and 30 free-text responses to Ofsted Parent View. They spoke with parents at the start of the school day. Inspectors considered 17 responses to Ofsted's online questionnaire for staff. They also considered 45 responses to the pupil survey.
- Inspectors scrutinised the systems and documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. Inspectors reviewed the school's record of checks undertaken on newly appointed staff.
- Inspectors spoke with a range of staff about what it is like to work in the school.

### **Inspection team**

Wayne Jarvis, lead inspector

His Majesty's Inspector

Becky Quinn

Ofsted Inspector

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