

# Inspection of All Saints' C of E Primary School

School Road, Trysull, Wolverhampton, West Midlands WV5 7HR

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Inspection dates: 24 and 25 January 2023

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

Ofsted has not previously inspected All Saints' C of E Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

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

Pupils love attending this nurturing and inclusive school. Mutual respect and kindness are part of everyday life. Pupils enjoy a strong bond with staff. Pupils embody the school's Christian values of respect, friendship, forgiveness, trust and perseverance. They talk about why these values are important.

Pupils understand that difference is something to cherish. They listen to the views of one another respectfully, even when they disagree. Bullying is rare. If it does happen, adults deal with it swiftly and fairly.

The behaviour of pupils is delightful. Courtesy and manners are commonplace. The atmosphere in school is calm and happy. Pupils, including children in the early years, move around the building sensibly and safely. Pupils enjoy each other's company at breakfast club. Breaktimes and lunchtimes are well supported by adults. Pupils feel safe in school.

Leaders provide a range of experiences that extend beyond the classroom. These include music, art and a wide range of sporting clubs for pupils. Leaders want to make sure there is 'something for everyone'. Pupils are keen to take on responsibilities in the school, such as representing their peers as house captains and supporting extra-curricular experiences.

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

Pupils thrive in the family atmosphere of this small school. Staff know all pupils as individuals and encourage them to pursue their interests and talents. Parents and carers are complimentary about the school and value the work of leaders.

Leaders have adopted a new approach to the teaching of phonics. Staff have been provided with the training they need to deliver the programme consistently well. Reading is well organised. Pupils start phonics as soon as they enter nursery. Books that help pupils to read are accurately matched to the sounds they learn in class. Pupils who need extra support in phonics are identified quickly and get the support they need. As a result, pupils become more confident with their reading over time.

Leaders have chosen different books to help develop pupils with their wider knowledge and understanding. Pupils enjoy reading together as part of a daily story time session. However, some pupils do not read a wide range of books, stories or poems and do not speak enthusiastically about reading for pleasure.

Leaders have carefully structured the curriculum to support the teaching of mixed-age classes. It maps out what pupils should learn in each subject and when they should learn it. This helps pupils to achieve well.

For example, pupils have a very positive attitude to mathematics. Pupils have a strong grasp of calculations, including times tables. Teachers check pupils'

understanding carefully and correct misunderstandings when they occur. Pupils learn how to reason and solve mathematical problems well. Leaders have considered the order in which pupils are taught new mathematical concepts and have planned opportunities for pupils to revisit key concepts, such as measure. This helps pupils to remember more of their learning.

Teachers have good subject knowledge and most present information clearly. On most occasions, this helps pupils with their learning. However, in some subjects, the opportunity for pupils to practise or apply what they know is inconsistent. This prevents some pupils from talking confidently about what they have learned and hinders their ability to make links in their learning.

Leaders have developed an ambitious curriculum that is fully accessible for all pupils. All staff know pupils very well and regularly check their understanding to make sure any gaps in knowledge are closed as quickly as possible. Pupils with special educational needs and/or disabilities are identified quickly and accurately. They get appropriate support and are fully included in all aspects of school life.

Pupils speak confidently about the importance of equality. They know and respect that not all families are the same. Books in the school library help pupils to find out about life beyond their local community. Pupils talk about the importance of tolerance and fairness. They understand how this links to activities they had undertaken in their own school, such as voting for house captains.

Trust leaders provide effective support for the school. There is a successful working relationship between trustees and governors. Staff appreciate the training and guidance they receive. They know that both leaders and the trust value their contributions and are mindful of their workload. Staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

The trust provides exceptional safeguarding training for staff. The headteacher has created an 'It could happen here' culture. She provides regular updates and supports staff to identify vulnerable pupils. Detailed records are kept, and concerns are followed up without delay. Well-trained staff make appropriate checks to safeguard pupils. The staff know pupils very well and are quick to share and record their concerns.

Pupils talk in depth about how to keep themselves safe, including how to make informed choices about their personal safety. They have a range of opportunities to learn about water safety, road safety and how to keep themselves safe online.

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

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

- In some foundation subjects, pupils do not have regular enough opportunities to practise recalling and applying the knowledge and skills they have learned. This leads to some variation in what pupils can retrieve and remember. Leaders should continue to support teachers in helping pupils to consolidate their skills and knowledge in preparation for their future learning.
- Some pupils do not read a wide range of stories, books and poems. They have not developed a wider enjoyment of reading. Leaders should make sure that reading for pleasure is promoted more widely.

## 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>             | 146807   |
| <b>Local authority</b>                     | Staffordshire  |
| <b>Inspection number</b>                   | 10242368   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 112  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Richard Pithers  |
| <b>Headteacher</b>                         | Louise de Graaff   |
| <b>Website</b>                             | <a href="http://www.allsaints-trysull.staffs.sch.uk">www.allsaints-trysull.staffs.sch.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The senior leadership team has changed since the previous inspection.
- The school does not use any alternative provision.
- There is a before- and after-school club managed by the school.
- The school is part of The Saint Bartholomew's CE Multi Academy Trust. The school joined the trust in February 2020.
- The school is part of the Church of England Diocese of Lichfield. The school's last section 48 inspection was carried out in January 2020.

## 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 and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects.
- Inspectors listened to a sample of pupils read to a familiar adult.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed on Ofsted Parent View.
- The lead inspector met with leaders of the trust and members of the local governing board.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

### **Inspection team**

Josie Leese, lead inspector

Ofsted Inspector

John Rowe

Ofsted Inspector

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