

# Inspection of a good school: All Saints C of E Primary School

Culcheth Lane, Newton Heath, Manchester M40 1LS

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Inspection dates: 18 and 19 April 2023

## **Outcome**

All Saints C of E Primary School continues to be a good school.

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

This is a friendly and welcoming school, which pupils are proud to attend. They enjoy their lessons, and they work hard to meet the high standards set by their teachers. Staff ensure that classrooms are positive environments in which to learn. Adults encourage pupils to be determined and resilient in their learning. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils said that All Saints is a school where pupils are kind to one another. Older pupils look after their younger peers and everybody is treated equally well. Staff have high expectations of pupils' behaviour. They deal swiftly and effectively with any instances of bullying or poor behaviour. This helps pupils to feel happy and safe in school.

Pupils benefit from a range of opportunities to develop their leadership skills. For example, members of the school council gather and share the views of pupils with school leaders. Many pupils enjoy attending extra-curricular clubs, such as the gardening club, which was set up following a recommendation from the school council.

Some pupils are active in leading worship and developing the spiritual life of the school. Other pupils get involved with environmental issues, both in school and in the local community.

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

Leaders have crafted a broad and ambitious curriculum for pupils from the early years through to Year 6. In many subjects, leaders have defined the knowledge that they want pupils to know and remember. However, in a small number of other subjects, the curriculum is less well developed. In these subjects, leaders have not fully established what they want pupils to learn. Occasionally, this hinders how well some teachers design learning activities which enable pupils to build on what they have learned before. As a result, from time to time, some pupils do not develop the depth of knowledge that they should.

Teachers are skilled in sharing their strong subject knowledge with the pupils that they teach. They carefully check on the learning of pupils, successfully identifying and addressing pupils' misconceptions. In the early years, staff are well trained in early childhood development. For example, staff know the important vocabulary that children should acquire and they model appropriate language through their everyday interactions. This prepares children well for their next steps.

Leaders have recently implemented a new curriculum to teach pupils to read. Leaders are successfully training staff to iron out any inconsistencies in the delivery of the reading curriculum. Pupils practise reading using books which closely match the sounds that they know. This helps them to develop their phonics knowledge quickly. Leaders have established rigorous systems to identify and support pupils who require help to catch up with their reading knowledge.

Across the school, leaders and staff encourage and promote pupils' reading for pleasure. Pupils are exposed to a wide variety of high-quality texts through their literacy lessons and through reading whole-class novels. Many pupils told the inspector that they enjoy reading.

Leaders identify and support pupils with SEND effectively, including in the early years. They provide suitable training to staff. This enables staff to adapt the delivery of the curriculum to successfully meet the needs of pupils with SEND in their class. Leaders ensure that pupils with SEND have access to the same ambitious curriculum and extra-curricular activities as their peers. Typically, pupils with SEND achieve well.

Teachers and leaders have established a positive climate for learning in school. Pupils behave very well in lessons, showing enthusiasm for their learning. Leaders ensure that pupils who need additional help to manage their behaviour are given extra support. Staff teach children in the early years about how to behave in school. They establish routines and model positive and respectful behaviour. As a result, children in the early years settle in quickly to the learning environment.

A few pupils are frequently absent from school. Leaders have sought appropriate support from outside agencies. They have implemented a range of strategies to improve these pupils' rates of attendance. Despite this, the attendance of a minority of pupils remains lower than it should.

Leaders provide a well-designed programme to support pupils' wider personal development. Pupils learn about diversity and they have a high level of tolerance and respect for the different members of the school community. Pupils learn about human rights and about how to keep themselves physically and mentally healthy. This prepares pupils well for life beyond primary school.

Governors have a secure knowledge of the quality of education that pupils receive. They provide effective support to leaders in evaluating the strengths of the school and in identifying priorities for ongoing improvement. Staff said that leaders and governors take their views fully into account. They feel happy and proud to work at this school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding is a priority for all staff and governors. They have trained staff to be vigilant and to act immediately on any safeguarding concerns about pupils.

Leaders have established effective systems to record and monitor safeguarding concerns. They have developed strong working relationships with external agencies. Leaders are tenacious in seeking support for pupils who require extra help.

Leaders ensure that pupils learn how to keep themselves safe from harm, including when online. Pupils told the inspector that there are many staff in school who will listen and help them if they have any worries.

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

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

- In a few subjects, leaders have not fully defined the important knowledge that they want pupils to know and remember. This hinders how well some teachers design activities to help pupils to learn new topics and concepts. Leaders should ensure that teachers know what to teach pupils, and by when, so that pupils develop a deep and interconnected knowledge of these subjects.
- Some pupils do not attend school regularly enough. As a result, they are not benefiting from the same learning opportunities as their peers. Leaders and governors should work together to improve these pupils' rates of attendance.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

## 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>	105505
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10283637
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Olive Wadsworth
<b>Headteacher</b>	John Sharp
<b>Website</b>	<a href="http://www.allsaintsnh-pri.manchester.sch.uk">www.allsaintsnh-pri.manchester.sch.uk</a>
<b>Date of previous inspection</b>	7 March 2018, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher and deputy headteacher have been appointed.
- Leaders do not make use of alternative provision.
- This school is part of the Diocese of Manchester. The last section 48 inspection took place in June 2016.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders, including the headteacher and a range of staff. She also spoke with members of the governing body, as well as a representative of the local authority and a representative of the diocese.
- The inspector spoke to pupils about their experiences of school and their views on behaviour and bullying. She observed pupils' behaviour during lessons and social times.

- The inspector reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of the governing body meetings and records of pupils' behaviour and attendance.
- The inspector reviewed a range of documentation about safeguarding. She met with leaders, staff and pupils to understand how pupils are kept safe.
- The inspector carried out deep dives in early reading, geography and mathematics. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some teachers and pupils about their learning, and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also considered the responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Charlotte Oles, lead inspector

His Majesty's Inspector

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