

Inspection of a good school: All Saints Church of England Primary School

All Saints Lane, Clevedon, Somerset BS21 6AU

Inspection date: 26 April 2023

Outcome

All Saints Church of England Primary School continues to be a good school.

What is it like to attend this school?

This warm and welcoming school is highly valued by the community it serves. Leaders' vision to promote pupils' 'curiosity and confidence,' threads through all that the school does. Pupils are happy at All Saints Church of England Primary School. They are proud to be members of the school. Pupils enjoy participating in the wide range of opportunities the school offers, such as dance festivals and sporting events.

Leaders and staff have high expectations of pupils' behaviour and learning. As a result, pupils behave impeccably. They are polite and respectful. Pupils have positive attitudes to their work and enjoy chatting about what they are learning.

Pupils confirm that adults look after them well and keep them safe. They say that bullying is not tolerated. Pupils comment that they can always talk to adults if they have any worries. They are confident that adults will sort out any problems promptly.

Parents are overwhelmingly positive about the school. They typically comment that 'the school has a wonderful sense of community and support.'

Pupils enjoy the chance to join extra-curricular clubs, such as coding, choir and film club. They are proud to take on positions of responsibility, through becoming house captains or members of the school council.

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

Pupils follow a broad and interesting curriculum. In most subjects, learning is well sequenced and revisited, which helps pupils to secure the knowledge they need for future learning. For example, Year 5 pupils learn to draw and interpret line graphs. Year 6 pupils build on this knowledge when they construct and interpret other graphs and charts. Staff present information clearly and check pupils' understanding regularly.

Staff use assessment to check the knowledge and skills that pupils have learned. However, in some subjects, this information is not used precisely enough to inform the next steps in pupils' learning. As a result, they do not gain the deep-rooted knowledge that they need across all subjects.

Leaders prioritise reading. The phonics curriculum is followed consistently by staff. Pupils enjoy choosing from a wide range of exciting books. They practise their reading and this motivates them to develop a love of reading. Leaders and staff identify swiftly when pupils do not grasp the reading skills they require. They then provide effective support to help pupils become confident and fluent readers.

Pupils love to learn because they find learning fun. As a result, they listen carefully and engage purposefully in activities. For example, children in Reception Year enjoyed learning that creatures with many legs are called myriapods.

Leaders use their specialist knowledge to identify the needs of pupils with special educational needs and/or disabilities. They provide effective support, which means that pupils learn an ambitious curriculum successfully. Staff are trained to help pupils who have difficulty managing their emotions. They help pupils to recognise and manage these emotions appropriately and focus on their learning. As a result, low-level disruption is rare.

Pupils take part in a range of opportunities to extend their understanding of the world. For example, pupils reflected on the lives and experiences of others when they took part in Holocaust Memorial Day. They learn about notable people in Black history.

The school is well led by ambitious and committed leaders, including governors. In turn, they are supported effectively by trust leaders. Staff are motivated and morale is high because leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff care deeply for pupils' safety and well-being. Leaders provide staff with updates to their training. Staff know how to refer their concerns. Leaders act swiftly when they believe a pupil may be at risk, so that pupils get the help that they need. However, leaders do not always record information with the detail necessary to provide a clear overview of their actions.

Pupils learn how to keep themselves safe, such as when crossing the road and using the internet. Pupils know that staff help them to keep safe at school. Parents agree.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The culture of safeguarding at the school is strong. However, sometimes the information that leaders record is not sufficiently detailed. Consequently, leaders do not have sufficient oversight of the chronology of the actions they have taken to support vulnerable pupils. Leaders need to ensure that their records clearly and consistently demonstrate their actions in response to safeguarding concerns.
- In some subjects, teachers' use of assessment is not routinely used to plan pupils' next steps of learning. This means that what pupils learn is not consistently well matched to their level of understanding. Leaders must support staff to use the information they have from assessment to inform their planning, so that pupils gain the depth of knowledge they need in all subjects.

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 first ungraded inspection since we judged the predecessor school, All Saints East Clevedon Church of England Primary School, to be good in March 2017.

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	146912
Local authority	North Somerset
Inspection number	10268444
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad
Headteacher	Stephen Webber
Website	www.allsaintsprimaryschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in 2019 when it became part of the Clevedon Learning Trust. In March 2023, the school joined the Futura Learning Partnership.
- The school is a Church of England school. The predecessor school's last section 48 inspection was in July 2017.
- The school does not use any alternative providers.

Information about this inspection

- 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 held several meetings with the headteacher. An inspector also met with the special educational needs coordinator.
- The lead inspector held a meeting with two governors. They also had a meeting with the director of education from the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the designated safeguarding leader. Inspectors also spoke to pupils and adults about safety.
- Inspectors observed pupils' behaviour at various times of the day, including their arrival at school, breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of responses to the staff survey.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

Caroline Musty

Ofsted Inspector

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