

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

Church Road, Saughall, Chester, Cheshire CH1 6EP

Inspection dates:

23 and 24 May 2023

Outcome

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

What is it like to attend this school?

All pupils, including children in the Reception class, at Saughall All Saints Church of England Primary School enjoy coming to school and attend well. They describe their school as 'fun and amazing'. Staff encourage pupils to 'love, learn and grow together'. Pupils show respect and kindness towards each other, staff and visitors to the school.

Leaders have high expectations of pupils' behaviour. Pupils rise to this challenge and behave well. They appreciate the rewards that their learning efforts and good behaviour earn. They say that they feel safe and know who to talk to if they have any worries. On the rare occasions when bullying occurs, staff deal with it effectively and swiftly. Children in the Reception class learn to follow routines and to persevere with their learning.

Parents and carers appreciate the support they and their children receive from staff. They say that staff genuinely have the children's best interests at heart.

Leaders have high aspirations for what all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. All pupils enjoy a rich and ambitious curriculum, which challenges them and encourages independence.

Leaders provide extensive opportunities for pupils to participate in activities to broaden their horizons and develop their talents. Pupils enjoy residential trips, sporting events and dance competitions. They take part enthusiastically in extra-curricular activities, such as chess, art and gardening clubs.

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

Leaders have constructed a broad and ambitious curriculum, which flows coherently from Reception to Year 6. Teachers have received appropriate training to enable them to implement this curriculum with expertise. Staff with the responsibility to lead subject areas are well supported by leaders. Leaders have identified the key knowledge that

pupils need to acquire and remember. In most subjects, teachers design appropriate activities to enhance learning and enthuse pupils. Pupils enjoy their learning and achieve well. However, in some subjects, the activities teachers choose do not enable pupils to remember the important learning over time.

For the most part, teachers make checks that enable them to identify pupils' misconceptions and gaps in learning. Staff intervene quickly to help those who are falling behind. However, in some subjects, teachers do not check well enough if pupils have retained earlier knowledge before moving on to new learning.

Leaders quickly identify any additional needs that pupils may have. They have provided additional training to enable staff to adapt the curriculum to meet the needs of these pupils. Many parents of pupils with SEND spoke highly of the support they have received from leaders. Pupils with SEND are fully included in the life of the school. They achieve well.

Reading is at the heart of the curriculum. In the Reception class, teachers centre much of the learning around high-quality texts that the children enjoy. Leaders have succeeded in creating a school culture where pupils love to read a wide variety of texts. Pupils speak eagerly about their favourite books and authors. They learn phonics from the start of their time in the Reception class. They take home books that are closely matched to the sounds they are learning. Teachers identify those who are falling behind with their reading and intervene quickly to help them keep up.

Leaders ensure that teachers can implement the curriculum free from disruption. Pupils understand the impact their behaviour can have on others, and they show self-control. Children in the Reception class follow school routines and learn to take turns. Classrooms are stimulating and purposeful places in which to learn.

Pupils eagerly take on positions of responsibility as school councillors, members of the ethos group and sporting ambassadors. These positions develop their self-confidence and prepare them well for life beyond primary school. For example, in a religious service that took place during the inspection, members of the ethos group performed successfully in front of the whole school.

Leaders have developed a comprehensive programme to enhance pupils' personal development. Pupils learn about world religions and different types of families. They learn to recognise and deal with behaviour that might make them feel uncomfortable.

Governors are well informed about what needs to be done to develop further the quality of education for pupils. Staff are proud to work at this school. They appreciate the efforts of leaders to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular and up-to-date safeguarding training. They are vigilant in staying alert to the signs that may indicate that a pupil needs help. Staff understand the system they should follow if they have a concern about a pupil.

Leaders have formed strong and effective links with external agencies. This ensures that they can provide appropriate and timely help for pupils and their families when needed. Through the personal, social and health education programme, pupils learn to keep themselves safe. They learn, for instance, about the dangers of smoking and how to stay safe on the roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not choose the most effective activities when delivering the curriculum. This means that, in these subjects, pupils do not remember the key knowledge as well as they do in other subjects. Leaders should help teachers to choose the most effective pedagogical methods for implementing the intended curriculum so that, in these subjects, pupils achieve as well as in others.

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 school to be good in May 2018.

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 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	135736
Local authority	Cheshire West and Chester
Inspection number	10286270
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	local authority
Chair of governing body	Nicola Stewart
Headteacher	Donna Prenton
Website	admin@saughallallsaints.cheshire.sch.uk
Date of previous inspection	1 and 2 May 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative education providers for pupils.
- With the exception of the Reception class and for the mathematics curriculum, this school teaches pupils in mixed-age classes.
- This is a Church of England school, which is part of the Diocese of Chester. The last section 48 inspection of the school's religious character took place in June 2019.

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 spoke to the headteacher, senior leaders, other leaders and representatives of the local authority and the Diocese of Chester.
- The inspector carried out deep dives into the following subjects: early reading, mathematics and history. She met with the subject leader, visited some lessons, spoke

to pupils and teachers and looked at pupils' work. She also discussed the curriculum with leaders in other subject areas.

- The inspector scrutinised the school's safeguarding policy and records. She discussed with staff their responsibility to ensure the safety of all pupils.
- The inspector observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspector reviewed a range of evidence, including leaders' improvement plans, self-evaluation documents and minutes of governing body meetings.
- The inspector spoke to pupils about their perceptions of behaviour and bullying.
- The inspector considered survey responses to Ofsted Parent View, including the free-text responses. She also reviewed the responses to Ofsted's staff and pupil surveys.
- The inspector spoke to staff to discuss leaders' support for their workload and well-being.

Inspection team

Niamh Howlett, lead inspector

His Majesty's Inspector

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