

Inspection of All Saints Church of England Primary School

Norreys Avenue, Wokingham, Berkshire RG40 1UX

Inspection dates: 7 and 8 November 2023

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

The headteacher of this school is Louise Quinell. This school is part of the LDBS Frays Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Cole, and overseen by a board of trustees, chaired by Angie Brett.

What is it like to attend this school?

Pupils love attending All Saints Primary School. It is a warm, welcoming and happy school. One pupil said it is like 'one big, happy family'. Pupils are well cared for and feel safe. They cannot wait to play with their friends. Pupils model the school values of compassion, courage, community and curiosity through their interactions with one another, and in lessons.

The school has high expectations for pupils to achieve, and most pupils meet these ambitions. Pupils behave well and conduct around the school is calm and orderly. Lessons are engaging, and as a result pupils listen well and work hard in class. Through the vision, rooted in the school's Christian values, pupils learn to 'let their light shine'. They try hard to rise to the challenges that are set for them.

The school provides opportunities for pupils to develop leadership skills, such as being house captains and buddies. Pupils take pride in these roles and love helping each other in lessons and at playtimes. Pupils learn to be respectful and caring members of the school community. They celebrate difference and love to find out more about other cultures and beliefs. Pupils keenly share their own experiences with each other.

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

The provision for early years is exceptional. Children get off to a flying start and quickly learn the routines teachers have established. Children seamlessly move around the provision and demonstrate high levels of engagement with learning activities. They are expertly supported by highly effective and caring adults who offer well planned and structured learning opportunities. Children learn ambitious vocabulary and use this during different activities. The teaching of mathematics is a strength. Children count and use numbers daily and use well-designed tasks to explore mathematical concepts such as shape and pattern. Children learn to be resilient, even when they find learning challenging.

Pupils benefit from a well-sequenced curriculum which carefully maps out the important knowledge and skills the school intends them to learn. The school ensures that pupils' language develops through the well-considered approaches to teaching vocabulary. They concentrate well in lessons and enjoy positive attitudes to learning. Pupils with special educational needs and/or disabilities (SEND) receive effective support in lessons to access the full curriculum. Staff are quick to identify the needs of pupils with SEND. They make adjustments to the curriculum so that these pupils are supported to access the same learning as their peers. Staff use their training well to support all pupils in the classroom.

Staff have secure subject knowledge. They check pupils' understanding carefully and use this to inform future teaching. This supports pupils to remember more of the essential knowledge. For example, in history, pupils develop a broad understanding of the historical periods of time they are studying and can make links to their

knowledge of civilisations. In some subjects, where teachers' subject knowledge is developing, pupils' understanding is less secure.

Leaders have prioritised the teaching of reading. Routines are well established in most lessons. Staff are quick to identify the sounds that pupils do not know. Weaker readers receive rapid support to ensure that they keep up with their peers and learn to read well. Books are carefully matched to the sounds that pupils are learning. Older pupils love to read and enjoy the stories their teachers read to them. Pupils know how important it is to read for their future prospects, and also for their well-being.

Pupils' personal development is well considered. Pupils learn about the importance of keeping healthy and safe. They learn about different families as well as the value of friendship. Pupils are able to discuss the themes of tolerance and respect. They demonstrate their understanding through warm relationships with staff and each other. Staff use assemblies as opportunities to reflect on the school values. This enables pupils and staff to celebrate together the many achievements from the week. Pupils love school trips and have a clear understanding of how they have enhanced their learning.

Since the last inspection of the predecessor school, the school, supported by trust leaders, has taken swift action to address weaker areas. Leaders at all levels share the same aspirational vision for pupils in the school. Staff say that their well-being and workload are well considered. They value the support and guidance leaders offer, and as a result enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff's subject knowledge in a few subjects is developing. Consequently, they do not consistently check pupils' understanding carefully enough in these subjects. As a result, some pupils have gaps in their understanding and do not achieve as well as they could in these subjects. The school should continue to equip staff with secure subject expertise and support them to use this knowledge so that pupils achieve consistently highly across the curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149352
Local authority	Wokingham
Inspection number	10288109
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair of trust	Angie Brett
CEO of the trust	Chris Cole
Headteacher	Louise Quinell
Website	www.allsaints.wokingham.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of the LDBS Frays Academy Trust.
- All Saints Church of England Primary School converted to become an academy in September 2022. When its predecessor school, All Saints Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is a Church of England primary school in the diocese of Oxford. The school's most recent section 48 inspection took place in May 2018.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, music, science and history. For each deep dive, the inspectors held discussions about the curriculum visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- The inspectors met with the headteacher, deputy headteachers and the special educational needs coordinator.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors looked at a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspectors met with members of the local governing board and representatives from the trust.
- The inspectors considered the views of parents shared through Ofsted Parent View, and an inspector also talked with parents.
- The views of staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors gathered pupils' views throughout the inspection, including during classroom visits as well as at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector	His Majesty's Inspector
Vickie Farrow	Ofsted Inspector
Clare Wilkins	Ofsted Inspector

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