

Inspection of All Saints Academy

Wretton Road, Stoke Ferry, King's Lynn, Norfolk PE33 9QJ

Inspection dates: 23 and 24 April 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

The headteacher of this school is Katherine Howe. This school is part of the Diocese of Ely Multi-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, Adrian Ball, and overseen by a board of trustees, chaired by Helen Jackson.

What is it like to attend this school?

Pupils know the school has high expectations for them. They benefit from studying a well-structured curriculum. This includes pupils with special educational needs and/or disabilities (SEND). Pupils throughout the school take pride in their work. Children in Reception get the support they need to get off to a good start. This includes with learning to write.

Pupils listen to their teachers. They are enthusiastic about their learning and typically behave well. Pupils enjoy coming to school. They feel safe. They know whom to speak to if something worries them. Pupils understand the school motto 'Loving All Our Neighbours'. They show this by caring for one another and being kind.

Pupils have access to a wide range of clubs, including 'Lego', music and football. These are open to all. Pupils learn about democracy by voting for representatives on the school council and the eco-council. They enjoy the opportunity to take on responsibilities. These include answering the telephone in the school office at lunchtime.

Pupils enjoy enrichment opportunities, including visits to museums and to parliament. They have benefited from visitors to school, including the police, paramedics, a pilot and a Paralympian. These opportunities help them to develop confidence and to understand future career opportunities.

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

The school has designed an exciting and ambitious curriculum. This makes clear the knowledge pupils should learn and when they should learn it. It typically prepares pupils well for the next stage of education, both from early years to Year 1 and Year 6 to secondary education.

The school ensures that, in most subjects, staff have the expertise they need to teach the curriculum well. Pupils learn what teachers intend. In most subjects, teachers assess what pupils know regularly. This means that teachers understand when pupils need extra help. They make sure that pupils receive this at the earliest opportunity. This helps all pupils to keep up and achieve well.

A few areas of the curriculum are at an earlier stage of development. Where this is the case, staff's subject knowledge is less well developed. Teachers give pupils work that does not always help them to achieve as well as they should. Teachers check what pupils know and need to learn less effectively in these subjects. They do not always know when pupils have misunderstood. Pupils do not learn and remember the intended curriculum as well as they do in all other subjects.

Pupils enjoy reading. The school ensures that pupils at the early stages of reading read books that match the sounds they are learning. Teachers identify pupils who

are falling behind and give them help to catch up quickly. This means that all pupils make progress. Pupils take books home so that they can practise their reading. This helps them to gain confidence and become fluent readers.

Pupils develop a love of reading. Teachers choose to read to pupils regularly. Pupils can choose their books from the school's well-stocked library. This helps them to access a wide range of books.

Pupils with SEND receive the support they need. The school's guidance for staff clarifies exactly what pupils with SEND need to achieve as best they can. Pupils with SEND access the same curriculum as other pupils and, consequently, they achieve well from their starting points.

Pupils understand what good behaviour is. At the start of each year, they help to write rules. They follow the rules well. For example, they show respect and good manners. They hold doors open for each other and for adults. Children in Reception learn about the school's expectations and routines. They show this in the way they respond to their teachers' requests. Pupils attend school regularly.

The school provides opportunities for pupils to become responsible citizens. They support local and national charities. Pupils visit the local church and cathedral. They learn about festivals from the world's major religions, which helps them to learn about tolerance and understanding.

The trust and governing body provide effective challenge and support to the school. The school works closely with another local school. This enables leaders and staff to regularly share expertise. Leaders take account of staff's workload and well-being when planning the curriculum and scheduling meetings. Staff are proud to work 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)

- Some aspects of the curriculum are not as well developed as others. In a few subjects, teachers are less secure in their subject knowledge. They do not consistently provide work that builds on pupils' previous learning. Teachers do not check what pupils know as effectively in these subjects to spot and address pupils' misunderstandings. When this happens, pupils do not learn the intended curriculum as well as they should in these subjects. The school should ensure that staff are trained well to be able to deliver the curriculum and use assessment effectively in all subjects so pupils achieve consistently well throughout 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

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| Unique reference number | 141464 |
| Local authority | Norfolk |
| Inspection number | 10318626 |
| 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 | 84 |
| Appropriate authority | Board of trustees |
| Chair of trust | Helen Jackson |
| CEO of the trust | Adrian Ball |
| Headteacher | Katherine Howe |
| Website | https://villagesaintspartnership.demat.org.uk |
| Date of previous inspection | 19 January 2023, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Diocese of Ely Multi-Academy Trust. The school is part of the Village Saints Partnership, with another school in the trust, St Martin at Shouldham. Senior leaders and subject leaders work across both schools.
- The school is part of the Diocese of Ely. Its last inspection of its religious character, under section 48 of the Education Act 2005, took place in March 2019. The next inspection is scheduled to take place by the end of 2027.
- The school does not use any 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 a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the chief executive officer of the trust and the vice-chair of the local governing body. She also met with the hub director from the trust.
- Inspectors carried out deep dives in early reading, mathematics, art and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also discussed the curriculum for early years and met with the special educational needs and disabilities coordinator. They also observed behaviour in lessons and around the school at breaktimes and lunchtimes.
- Inspectors reviewed a range of documents, including the school's self-evaluation document and monitoring notes as well as minutes from several governing body meetings.
- 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 lead inspector considered the 34 responses to Ofsted Parent View, including 17 free-text responses. She also considered the 11 responses to Ofsted's staff survey and the four responses to the pupil survey.

Inspection team

Linda Allison, lead inspector

Ofsted Inspector

Clare Gammons

Ofsted Inspector

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