

# Inspection of All Saints CofE Primary School

Wilford Road, West Bromwich, West Midlands B71 1QN

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Inspection dates: 4 and 5 June 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

All Saints is a welcoming and inspiring school that is at the heart of its community. Central to all that happens in school are its values of love, belonging, faith, perseverance, respect and honesty. Pupils always do their best to live up to the staff's high expectations. Pupils are keen to learn and to be successful.

Pupils behave well at all times. They believe everyone is treated fairly. Pupils accept each other's differences and support and respect each other. They feel safe at school. If pupils are worried about something, they know that adults will help them.

The school's early years provision is of very high quality. Children learn to get along well with each other and soon become familiar with the school's learning and behaviour routines. They especially enjoy their outdoor education, which adds so much to their learning. Children leave early years very well prepared for Year 1.

There are many activities and experiences offered to pupils to develop their talents and interests. Pupils value the opportunities in the educational visits provided. These include trips to botanical gardens, a local fire station and local places of worship and outdoor learning residential experiences.

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

The school has created a forward-thinking and structured curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Starting with the early years, learning is sequenced and builds progressively. The school has carefully identified the essential knowledge and skills pupils need. These are revisited regularly so that pupils can remember what they have learned. Teachers' subject knowledge is strong. Discovery units have been added to key stage 1 science to enable pupils to be better equipped for the work in key stage 2. Teachers generally use assessment well across the curriculum. However, in some lessons, teachers' checks on pupils' understanding are less effective and misconceptions are sometimes missed.

The school inspires a love of reading. Children learn phonics when they first start school. All staff are trained to a high standard in the teaching of phonics. Children who need extra help with their reading are quickly identified and receive appropriate support. Teachers read to pupils every day. Over time, pupils become fluent and confident readers. They experience a range of literary genres to broaden their experiences and enhance their understanding. They say that they enjoy reading and that it helps them in all their lessons.

Pupils with SEND are very well supported. Staff skilfully identify pupils' needs and provide appropriate support. Staff have the information they need to be able to meet the needs of these pupils. Pupils with SEND can achieve well in all subjects because of the adaptations that staff make for them.

The early years curriculum is well thought out and carefully linked to subjects taught in key stage 1. Well-chosen and purposeful activities prepare children very well for later learning. A positive and exciting environment has been created that supports the ambitious early years curriculum. The outdoor environment is exemplary and inspires children to learn. In early years, there are high-quality interactions between staff and individual pupils and groups. Staff expertly model language and communication skills.

Pupils behave well in lessons. They are attentive in class, and no learning is lost. The calm, caring environment throughout school is matched in the way staff deal with any pupil's concerns. Pupils exhibit high levels of maturity and self-control. They are kind and friendly, mixing happily together in social spaces. Older pupils support younger ones and help staff on the playground.

Promoting pupils' personal development is a real strength of the school. The wider curriculum has been carefully thought out to develop the values and aspirations of the school. Pupils have a clear understanding of fundamental British values and are well prepared for life in modern Britain. There are many opportunities for pupils to take on positions of responsibility. This includes being personal and spiritual ambassadors, school librarians, sports leaders and members of the student support team.

Governors know the school, its staff, pupils and the community well. They have considerable knowledge and expertise. They hold the school to account, and regularly visit classrooms and have meetings with staff. Staff appreciate the priority given to their well-being and workload. They are proud to work at the school and are enthusiastic about professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subject areas, the checking of pupils' understanding is not thorough enough. As a result, misconceptions are missed and pupils are not always as secure in their learning as they should be. The school needs to develop further the consistent use of assessment systems 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

<b>Unique reference number</b>	103990
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10322715
<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>	457
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Zofia Fox
<b>Headteacher</b>	Jacqueline Beech
<b>Website</b>	<a href="http://www.allsaints-sch.co.uk/">www.allsaints-sch.co.uk/</a>
<b>Dates of previous inspection</b>	15 and 16 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school provides a breakfast club and after-school clubs that are open to all pupils.
- At the time of the inspection, the school was not using any alternative provision.
- The school is part of the Diocese of Lichfield. Its most recent section 48 inspection took place in December 2017, when it was graded outstanding. The school's next section 48 inspection is due to take place before 2025.

## 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.

- Inspectors spoke to the headteacher, senior leaders, staff and pupils. The lead inspector spoke with members of the governing body, including the chair. The lead inspector also spoke to a representative of the diocese and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and history. 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 pupils' work. The lead inspector listened to some pupils read to familiar adults.
- The inspectors also looked at pupils' work in other subjects, including English, art and design, and design and technology. They discussed the school's curriculum and the early years curriculum and provision with leaders.
- The inspectors observed pupils during breaktimes and lunchtimes and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- 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 inspection team took account of a range of other information, including the school's development plans, school policies and governors' minutes.
- The lead inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the survey for staff.

### **Inspection team**

David Buckle, lead inspector	Ofsted Inspector
Kate Wilcock	Ofsted Inspector
Benjamin Taylor	Ofsted Inspector

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