

Inspection of All Saints Church of England Primary School Stockport

Churchill Street, Heaton Norris, Stockport, Cheshire SK4 1ND

Inspection dates:	19 and 20 November 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils value being part of this happy and welcoming school community. Staff forge strong relationships with pupils and know their families well.

The school expects pupils to behave well. From the youngest age, children in the early years and pupils across the school listen attentively to their teachers. Pupils' conduct embodies the 'All Saints Way.' They aspire to be rewarded with 'star of the week' awards and to be recognised as 'values ambassadors.'

Pupils are starting to benefit from the school's higher expectations of what they can achieve. Most pupils have positive attitudes to learning. They are motivated to try their best. Pupils are now experiencing a more ambitious curriculum. Nevertheless, many of the improved curriculums are in the early stages of being implemented. As a result, pupils have gaps in knowledge across a range of subjects. Pupils do not achieve as well as they should. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils enjoy helping to make their school a better place. They are proud of the roles that they have within school, for example, as playground leaders or anti-bullying ambassadors. Pupils are also keen participants in the school's band, choir, and sporting teams.

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

Through decisive actions and a sharp focus on improvement, the school has raised its ambition and expectations for pupils since the previous inspection. It has managed considerable change to staffing while maintaining a focus on the most important aspects of school improvement.

Effective leadership is empowering staff to make significant changes to the design of subject curriculums. For example, each subject now includes the important content that pupils need to learn. This provides clarity of what should be taught and when it should happen. Staff value the clear direction provided by the school and the efforts that are made to ensure that their workload is manageable.

Staff appreciate the opportunities that the school has provided to develop their subject knowledge. Their confidence and consistency in teaching the improved curriculums has increased. However, this work is at an early stage in some subjects. The delivery of some curriculums is not as consistently strong as others. At times, pupils are moved on to new learning without checks being made to ensure that they are fully secure with previously taught concepts. This impedes pupils' ability to make sense of new curriculum content. As a result, gaps in pupils' knowledge persist. They do not have a rich body of knowledge in these subjects.

The school has strengthened its systems to ensure that the needs of pupils with SEND are identified swiftly. However, the school is at an early stage of supporting staff to adapt their teaching to meet the needs of these pupils. As a result, some pupils with SEND do

not access aspects of the curriculum well. This prevents these pupils from achieving as well as they could.

Conversely, children in the early years benefit from learning that is well matched to their needs. Children in the Nursery class join in with rhymes and songs to help develop their early language. They are well supported by skilled staff to develop their communication skills. This helps to prepare them for learning the phonics curriculum as soon as they enter the reception class. Children settle quickly, behave well and are keen to learn. They develop confidence and independence. Children learn the knowledge and skills that they require to be equipped for the challenges of the key stage 1 curriculum.

The school prioritises the teaching of reading. Trained staff provide additional support for those pupils who are not keeping up with the phonics programme. The books that pupils read match the sounds that they have been taught. This helps pupils to practise what they have learned and become increasingly fluent readers.

Pupils benefit from carefully designed opportunities to develop their understanding of the wider world. They are respectful of diversity and understand the importance of treating everyone equally.

The school ensures that pupils benefit from trips and visits that enable them to learn about the world beyond school. For example, older pupils enjoy residential trips where they take part in different outdoor activities, such as archery and abseiling. Children in the early years enjoy local walks and visits to museums.

Pupils are polite, friendly, and caring towards each other. Most pupils behave well around school. Pupils who sometimes struggle to regulate their own behaviour benefit from sensitive support from staff. They are helped to manage their emotions.

The school has identified the reasons for the low attendance rates of some pupils. It takes swift and effective action to provide support for these pupils and their families. As a result, pupils' rates of attendance are improving.

Governors know what the school needs to do to further improve. They hold the school to account for pupils' academic achievement. Governors have strong oversight of the school. They offer support and challenge in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Positive changes to the design of many of the school's curriculums are fairly recent. This means that pupils have gaps in their knowledge from the previous curriculums.

They do not remember what they have learned as well as they should. The school should make sure that the new curriculums are completed and implemented consistently well so that pupils gain a strong body of knowledge in the longer term.

- Some teachers do not routinely check that pupils are fully secure with prior learning before they move on to new content. This means that pupils do not build on their prior knowledge as well as they should. The school should make sure that teachers check that pupils have understood what has been taught, so that misconceptions and gaps in learning are quickly addressed before new learning is introduced.
- At times, the school does not use the information that it has about the needs of pupils with SEND to adapt the delivery of the curriculum as effectively as it should. This hinders how well some pupils with SEND learn. The school should ensure that staff use the information available to them to adapt their pedagogical choices to meet the needs of pupils with SEND.

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	106103
Local authority	Stockport
Inspection number	10337636
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Lindsay Yates
Headteacher	Andrew Longworth
Website	www.allsaints.stockport.sch.uk
Dates of previous inspection	27 and 28 September 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Manchester. The last section 48 inspection took place in March 2019. The next section 48 inspection is due to take place in the academic year 2025 to 2026.
- The current headteacher was appointed in January 2024.
- There have been a number of new staff appointments since the previous inspection.
- The governing body is responsible for the school's wraparound care provision.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of 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.
- Inspectors conducted deep dives in the following subjects: early reading, mathematics, and physical education. For each deep dive, they had discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with subject leaders and with pupils about their learning in some other subjects.
- The lead inspector observed pupils from key stages 1 and 2 read to a familiar adult.
- Inspectors met with the headteacher and other school leaders. The lead inspector met with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority, a representative of the diocese and met with the school improvement partner.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors met with leaders responsible for attendance, behaviour, early years, the provision for pupils with SEND and 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.
- Inspectors spoke with pupils about their experiences of school. They looked at a range of documents related to pupils' welfare and education. They also observed pupils' behaviour during lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors met with parents at the end of the school day. They also took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Kelly Butler

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024