

All Saints CofE Primary School

Address: Devon Street, Farnworth, Devon Street, Farnworth, Bolton, Lancashire, BL4 7PY

Unique reference number (URN): 105238

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders support every child to flourish and succeed, particularly those who face challenges in their lives. Leaders take account of the varied types of need in the school when they make decisions. Pupils' needs are identified quickly and accurately through an established approach, with parents and carers involved at every stage.

Leaders set ambitious expectations, including for pupils who are disadvantaged or face other barriers to their learning. Recommendations from pupils' statutory plans are closely mirrored in their daily learning targets. Leaders make sure that staff receive the right training, so they are confident to make helpful adjustments to their teaching. Leaders draw on external expertise, such as educational psychologists and specialist consultants, to support pupils effectively. Leaders work closely with the local authority to ensure that pupils in care receive the support that they need. Staff know their pupils exceedingly well. This includes the youngest and most vulnerable children, such as those in the early years specially resourced provision for children with special educational needs and/or disabilities (SEND). Pupils in every year group are settled, engaged, and make progress.

Leaders track pupils' progress rigorously. This information is used to shape future teaching for pupils with SEND and those who face other difficulties. Leaders also carefully evaluate the impact of additional funding for disadvantaged pupils. As a result, staff know pupils' individual strengths and areas for development precisely.

Personal development and wellbeing

Strong standard ●

Leaders provide an impressive, coherent programme of personal development that embraces the school's local context. This programme is planned thoughtfully to make sure that all pupils, including those who have special educational needs and/or disabilities (SEND) and those who face other difficulties, take part and benefit fully from it.

From the start of the early years, pupils are supported to develop resilience, manage their emotions and think about how their actions make others feel. Pupils understand the concept of consent securely. They know the characteristics that define healthy relationships. Pupils learn how to maintain their physical health and mental wellbeing, and how to stay safe in the community.

Pupils benefit from a vast range of clubs, educational outings, and visits that nurture their talents and interests. For example, they learn to play musical instruments and perform to an audience. They attend clubs such as art, cricket and badminton. Pupils regularly represent their school in sports competitions and other events. Leaders take deliberate steps to ensure that every pupil, including those with SEND and those who face other challenges, can take part fully and fairly. This helps all pupils to grow in confidence and find positive ways to express themselves.

Pupils attend regular careers events where they meet professionals, who inspire pupils to see themselves in these careers. This encourages pupils to have high aspirations and ambitions. Pupils understand fundamental British values and describe how these apply in

their daily lives. They can debate respectfully and recognise that people are entitled to disagree, as long as they do so respectfully. They say that 'you should treat people as you want to be treated.'

The trusting relationships staff form with parents and carers are key to the success of the school's work with families.

Expected standard

Achievement

Expected standard 

Pupils typically learn the curriculum well. This is reflected in the school's published results in national tests at the end of Year 6, which are broadly in line with national averages. Pupils gain the appropriate knowledge and skills across subjects. Staff take prompt action to support pupils who find learning difficult to make sure that they are ready for their next stage of learning.

Pupils progress through the curriculum successfully. Leaders are keen to enhance the opportunities that pupils have to produce in-depth pieces of work independently. Leaders are focused on increasing the proportion of pupils working at higher standards.

Pupils, including those who face barriers to learning, can explain their learning clearly. For example, older pupils can articulate confidently how pieces of music differ in rhythm and mood, according to the genre of film that they accompany.

Attendance and behaviour

Expected standard 

Leaders have established robust systems to promote regular attendance. Leaders and staff form positive relationships with pupils' families. These help leaders understand any barriers to attendance and take steps to help to remove them. As a result, overall attendance rates are in line with the national average, including for pupils with special educational needs and/or disabilities and those who are vulnerable.

Leaders have established a clear behaviour policy that staff know and apply consistently. Records show that discrimination or harassment are dealt with quickly and not tolerated. Pupils live up to leaders' high expectations. Pupils follow school rules and routines successfully, enabling learning to take place in a purposeful and orderly environment. This begins in the early years, where staff set clear expectations for children when learning on the carpet.

Staff use calm, proportionate behaviour strategies, including activities to help calm pupils gently. These support pupils' readiness to learn and enable smooth transitions between classes throughout the school day.

Pupils show positive attitudes to learning in lessons. They are proud of their work and speak confidently about what they know and can do. Pupils know what bullying means. They trust that staff will deal with any issues swiftly.

Curriculum and teaching

Expected standard 

Leaders have designed and implemented ambitious curriculums in each subject. These support pupils to build up their learning over time. Leaders have prioritised mastery of the basics that pupils need to learn in reading, writing and mathematics. If pupils find this learning difficult, teachers support them well to catch up quickly and get back on track.

Leaders ensure that staff have secure subject knowledge so that they can teach confidently. Staff use clear explanations and show pupils how to answer questions. Teachers encourage pupils to collaborate with each other when learning. Typically, staff make well-considered decisions about what to teach and when. However, in a minority of instances, staff do not take pupils' starting points fully into account when teaching writing and spelling. Leaders acknowledge that when pupils are over-reliant on support from teachers to complete work, they sometimes struggle to produce high-quality pieces of work independently.

Staff are deployed effectively so that pupils who face barriers to learning get the nurture, support and adaptations that they need to learn alongside their peers. Those pupils who need targeted academic support or an individualised curriculum are provided with this successfully.

Early years

Expected standard 

Early years leaders are knowledgeable. They have designed an ambitious curriculum that builds secure foundations for children across all areas of learning. Leaders quickly gain an understanding of children's varied starting points. From the 2-year-old provision to the end of the Reception year, high-quality adult interactions are plentiful. These help to develop children's language, vocabulary and thinking. For example, children talk excitedly with adults in the Nursery year about eggs, chicks and new life.

Reading is central to the early years provision. Staff read books to pupils with enthusiasm. Phonics is taught well. Teachers model sounds accurately and support children to work out what simple words say. Staff work closely with parents and carers to support children's learning and development at home.

Staff build warm, nurturing relationships with children, ensuring that they feel safe and settled. In the specially resourced provision for children with special educational needs and/or disabilities, staff establish clear routines. They use well-chosen strategies such as visual timetables and communication boards to support children who find learning difficult. Children engage fully in a wide range of learning activities in the provision. They demonstrate growing independence, for example they put their own coats on and find resources independently. By the end of Reception, most children are well prepared for Year 1.

Leaders have reviewed and strengthened systems recently, such as those related to inclusion and attendance. Leaders know their school well. They have an accurate grasp of the school's strengths and areas for development. They make carefully considered decisions that are rooted in what pupils need. Leaders and governors are united in their commitment to ensure that social disadvantage is not a barrier to pupils' success.

Leaders have established a culture of high expectations by modelling positive, professional practice and behaviour. They provide high-quality training for staff including access to professional qualifications, specialist advisors and outreach services. This enables staff to teach and support pupils confidently. Staff therefore progress in their careers at the school. They appreciate the way leaders consider their workload and prioritise their wellbeing. This makes staff feel valued and proud to work at the school.

Governors hold leaders to account for the education that pupils receive, while also prioritising leaders' wellbeing. Governors describe the school as a 'family', rooted in shared values. This ethos underpins leaders' and staff's commitment to inclusion and to continually improving pupils' experiences and outcomes.

Parents and carers are complimentary about the school. They say that teachers are always approachable and listen to any worries that parents have. Parents of pupils with special educational needs and/or disabilities are very positive about the way that school leaders and staff support them.

What it's like to be a pupil at this school

Pupils at this diverse school bring its values of fellowship, friendship and hope to life. Pupils are welcomed into school each day by staff who know them individually. This helps them to feel safe. Pupils, including those who face barriers to their learning, behave well and are kind and considerate to adults and one another.

Leaders have high expectations for pupils' behaviour and for their academic success. Pupils achieve well. By the time they leave Year 6, pupils are suitably prepared for their next steps in education. Pupils who encounter barriers to learning benefit notably from the school's unwavering commitment to inclusion. Staff provide meaningful and effective support for them. Consequently, these pupils make rapid progress from their starting points.

Pupils move around the school calmly and engage positively in their learning. They are friendly and well mannered. They do not worry about bullying because they are confident that staff will resolve any concerns on the rare occasions that they arise.

Pupils' personal development is given the same high priority as their academic learning at this school. A wide range of activities and events enhance pupils' learning and enjoyment of school. This not only helps to sustain pupils' attendance but also broadens pupils' horizons and gives them valuable life experiences and memories. Pupils enjoy a variety of carefully planned educational outings, for example to a nature reserve, the cinema and the local horticultural society.

Pupils play an active role in All Saints, which lies at the heart of a community. They sing at nearby venues, in events to support the local foodbank and in a range of religious festivals. In school, they take on leadership responsibilities including as rights leaders and eco-councillors. As a result, they understand and value how to be a positive member of their community.

Next steps

- Leaders should ensure that staff teach writing and spelling highly effectively. This teaching should take into account pupils' contexts, needs and stage.
 - Leaders should ensure that pupils in key stage 2 develop the skills that they need to complete independent work successfully, across all subjects.
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About this inspection

The chair of the board of governors in this school is Sylvia Oakes.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the chair of governors,

The inspectors confirmed the following information about the school:

A new headteacher took up post in September 2024.

This school is registered as having a Church of England religious character. The school's last section 48 inspection was in September 2019.

The school has a 12-place specially resourced early years provision for children aged 2 to 5 years old with special educational needs and/or disabilities. This includes provision for speech, language and communication needs, autism, social and emotional difficulties and physical disabilities.

The school runs a provision for 2- to 3-year-olds.

The school does not currently use alternative provision.

Headteacher: Helen Bullock

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Ian Young, Ofsted Inspector

Cole Andrew, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

265

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

294

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.28%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.26%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.96%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	47%	61%	Below
2022/23 (final)	56%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	74%	Below
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	57%	74%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (revised)	66%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	89%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	60%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	56%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	90%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	60%	66%	-6 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	90%	79%	11 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.1%	13.3%	Close to average
2023/24 (3 term)	22.6%	14.6%	Above
2022/23 (3 term)	21.2%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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