

Inspection of a good school: All Saints' CofE (Aided) Primary School

Dogsthorpe Road, Peterborough, Cambridgeshire PE1 3PW

Inspection dates:

16 and 17 July 2024

Outcome

All Saints' CofE (Aided) Primary School continues to be a good school.

What is it like to attend this school?

Pupils are extremely happy here. They are hugely proud of the diversity of their community. Pupils feel privileged to be able to share important celebrations from their friends' cultures and faiths. This helps pupils develop a deep-rooted sense of respect for each other. All are welcomed into the All Saints' family, no one is left out and everyone is valued for who they are.

Pupils know that adults want them to do well. Occasionally, the activities pupils complete do not help them achieve this ambition. However, pupils always work hard and try their best. This means that pupils learn well. They are well prepared for secondary school.

Pupils behave well. They are polite and respectful. Lessons progress without disruption. Around school, pupils play in a considerate and safe environment. Older pupils enthusiastically take on roles of responsibility. Playground pals make sure that younger pupils always have someone to play with.

Pupils see themselves as active citizens in the global community. They take an active interest in significant incidents around the world. For example, they have organised charity events to support victims of global disasters, such as the earthquake in Turkey and Syria.

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

To ensure pupils can access its ambitious curriculum, the school has prioritised reading. Well-trained staff teach the adopted phonics programme well. As soon as children start school, they learn the sounds letters make. They spend time practising these sounds with carefully chosen books before moving on. If pupils begin to struggle with their reading, they get support to keep up with their peers. As a result, pupils develop high levels of fluency. They become confident and enthusiastic readers. Older pupils regularly read a range of books, stories and poems.

The school has clearly defined what all pupils, including those with special educational needs and/or disabilities (SEND), should know. Subject experts have carefully considered the order pupils should learn this knowledge. This helps pupils connect new learning to what they already know. Teachers explain new information carefully. However, at times, learning activities or the work pupils complete do not match the aspirations of the curriculum. Sometimes, pupils spend too long completing basic tasks when they can try more complex problems. Consequently, they do not always secure knowledge in the detail they should.

Teachers ask insightful and thought-provoking questions. However, they do not always check how well pupils have understood. Sometimes, there is an over reliance on pupils who volunteer answers. This means teachers do not always spot where pupils may have gaps in knowledge or misconceptions in their learning. As a result, teachers sometimes do not address these gaps quickly enough, so some pupils' learning is not secure.

Children in the early years learn key ideas and vocabulary well. Most quickly develop learning routines that help them concentrate on tasks. Children play well together. They share and take turns. Staff create a language-rich environment. Staff ensure play activities are carefully crafted to link closely to children's formal learning. Children enjoy learning and are well prepared for key stage 1.

Pupils with SEND benefit from well-considered provision. Staff support pupils to overcome their individual barriers to learning. Teachers adapt their teaching so that pupils with SEND can fully access the curriculum. Teaching assistants understand pupils' needs well. They provide additional support where it is needed, along with helping pupils become more independent. Pupils with SEND progress through the curriculum alongside their peers.

Pupils behave well. There are clearly defined expectations of how they should conduct themselves. Consistent modelling by all adults means that pupils understand what is expected of them. In lessons, pupils listen carefully to their teacher and focus on completing learning activities.

The school has a well-developed programme that supports pupils to stay safe and understand the world around them. They learn about different cultures and faiths. They develop an age-appropriate knowledge of healthy relationships. This helps them forge strong and deep friendships.

The school provides a range of sporting, cultural and other interest clubs. Pupils place high value on these and eagerly take up the offer. Some learn a musical instrument or take the chance to sing at Peterborough Cathedral. Others engage in different sports, such as football or archery. As a result, pupils develop a broad range of interests and talents.

Staff are proud to work at the school. They are cared for and respected. Staff are highly positive about the school and how it is led and governed. Their workload is well managed, and their well-being is high priority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Resources and learning activities are not always designed to enable pupils to access the knowledge in the depth the school intends. Sometimes, pupils spend too long completing basic tasks when they are able to try more complex problems. This means that some pupils do not learn the curriculum in as much detail and depth as they could. The school should ensure that the learning activities pupils complete enable them to learn and apply all of the knowledge in the curriculum plans.
- At times, teachers do not check precisely what pupils know. This means that, occasionally, pupils have gaps in their knowledge or develop misconceptions that are not addressed quickly. Consequently, some pupils' knowledge is not as secure as it should be. The school should ensure that teachers routinely check what all pupils know and take swift action to address gaps in knowledge or misconceptions.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

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	110852
Local authority	Peterborough
Inspection number	10323612
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Steve Adamson
Headteacher	Nick Brompton
Website	www.allsaints.peterborough.sch.uk
Date of previous inspection	12 March 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up their position in January 2022.
- The school has a religious character and is a Church of England school. It was last inspected under section 48 of the Education Act 2005 on 4 March 2020. The school's next section 48 inspection will be within eight school years.
- The school provides wraparound provision. This is managed by the school.
- The school does not use any alternative provision.

Information about this inspection

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held meetings with leaders, including the headteacher, deputy headteacher and assistant headteachers. The inspector also met with representatives

of the governing body, held a telephone discussion with a representative of the local authority and with a representative of the diocese.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to a sample of pupils read to a familiar adult.
- To further inspect the curriculum, the inspector reviewed curriculum documentation for history, religious education and personal, social, health and economic education. The inspector met with the special educational needs coordinator and reviewed the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the responses to the online survey, Ofsted Parent View. They also considered the responses to Ofsted's questionnaire for staff and pupils. The inspectors met with staff and discussed with groups of pupils their experiences of school life and their learning in lessons.

Inspection team

Dave Gibson, lead inspector

His Majesty's Inspector

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