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Mrs Rachael Hutchinson  
Headteacher  
All Saints' CofE (Aided) Primary School  
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Dear Mrs Hutchinson

### **Short inspection of All Saints' CofE (Aided) Primary School**

Following my visit to the school on 12 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the previous inspection.

You and your leadership team have created a school with a strong, positive ethos. Pupils and staff live up to the stated aim of 'loving to learn and learning to love'. One pupil summarised the many strengths of the school well by saying, 'We have loving teachers who always care for us and make sure we learn.' One parent, reflecting the views of others, told me that staff 'leave no stone unturned' to ensure that children are happy and succeed at school. Nearly all parents who responded to Ofsted's online questionnaire, Parent View, reported that they would recommend this school to another parent.

Pupils behave exceptionally well at the school. They are curious and confident in their learning and work with determination and focus. When moving around the school and on the playground, pupils behave sensibly and with consideration for others. Pupils show that they value the diverse school community and enjoy learning about each other's differences. Pupils told me that teachers deal with the very rare occasions of unacceptable behaviour well.

You and your leaders have made substantial progress towards resolving the areas for improvement outlined in your previous inspection. You have developed teachers who show expertise in teaching pupils with English as an additional language (EAL). They carefully model spoken English and require pupils to use accurate and sophisticated language when speaking. In 2018, the proportion of pupils with EAL achieving the expected standard in reading, writing and mathematics was above the national average.

Governors have clear vision and set high expectations for staff and pupils. The governing body requires finely detailed and well-focused reports from leaders. These, along with regular monitoring by governors, ensure that they have an accurate understanding of the strengths and weaknesses of the school. Governors provide very effective support and hold leaders firmly to account for the quality of education at the school.

### **Safeguarding is effective.**

The school's arrangements for safeguarding are fit for purpose. Safeguarding is the highest priority for staff at the school. Leaders provide effective training so that staff are aware of local and national issues that could put pupils at risk. They are vigilant for signs of potential harm and report concerns appropriately. Leaders use the meticulously maintained records to track the actions of the many agencies with which they work. Leaders ensure that vulnerable pupils receive the support they need.

Leaders carry out the required checks to ensure that all adults at the school are suitable to work with children. The record of these checks is well kept and regularly scrutinised by governors.

Pupils told me that they feel safe and are taught how to stay safe. They understand the risks associated with using the internet and how to stay safe online. Pupils also told me that teachers deal with the rare occurrences of bullying very well so that it does not continue.

### **Inspection findings**

- We agreed that my first key line of enquiry was to determine how well staff meet the needs of pupils with special educational needs and/or disabilities (SEND). You have established the expectation that all pupils receive what you refer to as their 'full entitlement' to high-quality education at the school. Teachers share your high expectations of pupils with SEND and, with a can-do approach, ensure that they access the whole curriculum and learn well.
- After swiftly identifying pupils' barriers to learning, leaders provide effective training for staff using a range of external experts. This ensures that staff can deliver effective support that is directly targeted at the needs of each pupil with SEND. Leaders regularly review the effectiveness of this support and alter provision when necessary. As a result, pupils with SEND make good or better progress.
- With sensitivity and great effectiveness, staff help those pupils who find learning and developing relationships daunting. You and your leaders have created a calm learning environment where these pupils overcome their anxieties over time. Pupils with SEND approach their learning confidently and develop warm relationships with other pupils and staff.
- The second line of enquiry was to determine if leaders ensure that disadvantaged pupils are provided for well. Governors, leaders and staff show a strong commitment to providing pupils with the best possible start in life, regardless of any disadvantages. You and your leaders carefully track the achievement of disadvantaged pupils and

provide effective support if they fall behind in their learning. Consequently, these pupils make good progress.

- Staff build strong partnerships with families of disadvantaged pupils and help them overcome circumstances that might negatively affect learning. Leaders' support ensures that disadvantaged pupils take part in enrichment such as educational visits, clubs and instrumental lessons. Therefore, these pupils are fully included within the whole curriculum.
- The actions which you and your leaders have taken to improve the attendance of disadvantaged pupils are having an impact. Current school attendance information shows a decline in absence and persistent absence for disadvantaged pupils.
- My third key line of enquiry was to ascertain how well boys achieve in the early years and foundation stage. In 2018, fewer boys reached a good level of development than girls. To improve boys' achievement, the early years leader has worked in conjunction with the local authority's school readiness project to help parents prepare children for school. In partnership with parents and local nurseries, the early years leader has built a strong transition programme that enables staff to learn about the children's interests before they join the school. Leaders make sure that they plan learning that is well suited to children's interests and capabilities. This is helping boys settle more quickly and start their learning in school very well.
- You and I saw that staff carefully consider the needs of boys, as well as girls, and match the provision so that they make strong progress. As a result, the number of children achieving a good level of development by the end of the early years and foundation stage has steadily increased since 2016 to just below the national average. Current school assessment information shows that boys now achieve as well as girls.
- My final key line of enquiry was to consider how well leaders' actions have supported the learning of the most able pupils. In mathematics lessons, you and I saw these pupils successfully grappling with difficult concepts. Their success is also reflected in the work in pupils' books. Teachers challenge the most able to reason and solve tricky problems. Teachers also ensure that pupils have a rich mathematical vocabulary so that they can discuss their thinking with precision. For example, pupils could explain to me with sophistication the purpose of fractions and how they relate to complex, real-world problems.
- You and your leaders have provided pupils with rich cultural experiences they can use when thinking about their reading and writing. The most able pupils read demanding books and demonstrate the skills expected of pupils working towards the higher standard in reading. In writing, however, some teachers provide work for the most able that is too easy and that does not develop the sophisticated writing of which they are capable. In 2018, the proportions of pupils achieving the greater depth standard in writing in key stage 1 and key stage 2 were below national averages.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers provide more challenging learning opportunities in writing for the most able so that they make the progress they should.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Peterborough, the regional schools commissioner and the director of children's services for Peterborough. This letter will be published on the Ofsted website.

Yours sincerely

**Al Mistrano**  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I spoke with you, other members of the leadership team, members of the governing body, staff, pupils and parents. We observed learning and teaching in all year groups. With you and other members of your leadership team, I scrutinised pupils' work in English and mathematics. I observed the behaviour of pupils in lessons, at lunchtime and while moving around the school.

I looked at a range of documents including the record of checks that leaders make on the suitability of staff to work with children; a sample of documentation relating to the provision for disadvantaged pupils and pupils with SEND; leaders' self-evaluation; and the school improvement plan.

I considered the 23 responses to Parent View, Ofsted's online questionnaire for parents, along with the 27 responses to Ofsted's online questionnaire for staff. I also looked at the 89 responses to the school's parent questionnaire.