

Inspection of a good school: All Saints Anglican/Methodist Primary School

Top Street, Elston, Newark, Nottinghamshire NG23 5NP

Inspection date:

20 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils freely say how happy, safe and proud they are to attend All Saints. The school radiates a warm and inclusive ethos. When asked how the school could be better, a pupil responded saying that it 'should be open at weekends!' One parent captured the sentiments of the overwhelming majority of parents and carers when they said: 'This is such a caring and friendly school, we are very lucky.'

Pupils have ample opportunity to take part in activities that nurture their talents and interests. Many are involved in 'The Wizard of Oz' summer performance, displaying very high quality singing. Pupils relish opportunities to show leadership, including the pupil parliament and eco-council, for example. Pupils say that staff listen to them, adding that their ideas about school matter.

The school takes pupils' spiritual, moral, social and cultural development seriously. Pupils enjoy an extensive programme of personal development and enrichment. They are well prepared to become responsible and respectful citizens.

During playtime, pupils from different year groups socialise well together. Relationships are exceptionally positive and trusting. Pupils' attitudes towards learning are exemplary. Classrooms are busy and purposeful; no time is wasted. Pupils thrive at school, particularly children in the early years and key stage 1. Pupils proudly celebrate their achievements.

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

Leaders, including governors, show an unwavering commitment towards the school's future success that places children's interests first. At the heart of the school is a strong culture of collaboration, between staff and with children. Pupils know this. The

overwhelming majority of parents do too. Staff are ambitious for every pupil, including those with special educational needs and/or disabilities (SEND). The school's oversight of vulnerable pupils is strong.

Staff morale is buoyant. Staff say they value opportunities for their professional learning. They swiftly apply this. Staff appreciate leaders' mindfulness of their workload and well-being. They, along with pupils, are proud to work at the school and serve its community.

Pupils study a broad and well-organised curriculum. Expectations are high from the start of Reception and are consistently sustained in all year groups. Subject leaders have ensured that the curriculum builds pupils' knowledge and skills year-on-year, with a remarkably strong start in the early years. Teachers, together with supporting adults, have clarity about what is taught and when in the school's mixed-age classes.

Staff nurture a love of reading in Reception and throughout the school. The school has established a strong culture of daily reading. Pupils are articulate about the authors and books they have read. The school's programme for the teaching of phonics is particularly effective. Children in Ladybird and Hedgehog classes are taught to read exceptionally well. This means they are well prepared for Year 2 and beyond. Frequent checks mean that staff have a precise understanding of how pupils' reading skills are developing. Those pupils who need extra help and support receive these without delay. The school applies similarly high expectations for pupils' accuracy in spelling and handwriting. Pupils respond consistently well.

Teachers' subject knowledge is strong. They use this to design learning activities that invite pupils' focus and engagement in lessons, while continually upholding their high expectations of pupils at the same time. Staff question pupils well, addressing misconceptions so that pupils do not develop gaps in their knowledge. Children in Reception benefit from consistently high quality interactions with adults that aid their discovery of new ideas. Consequently, both children and pupils are enthusiastic about their learning and are keen to do well. They produce notably high-quality work, including in their class books across all subjects.

The school ensures that all pupils are well prepared for life in modern Britain. A well-crafted programme of pupils' personal development promotes the school's Christian and British values exceptionally well. Pupils embrace these values in their conduct with one another in school and on visits. Pupils have a remarkably strong understanding of moral issues and of the need to treat everyone with respect. Weekly discussions about contemporary issues underpin pupils' high level of respect and their celebration of what makes people different, including their impressive knowledge of the protected characteristics.

Pupils are taught specifically how to keep themselves safe in different environments. Pupils know who they can talk to with any worries or concerns, knowing that staff will act in their best interests.

The school environment is a stimulating and vibrant place to learn, both indoors and outside. Dedicated spaces promote pupils' physical and emotional well-being, including the trim trail, forest school and the well-being pod, which pupils help to manage.

Governors have a strong understanding of the school's strengths and priorities for development. They actively support how the school continues to build on its strengths, striving for excellence.

Safeguarding

The arrangements for safeguarding are effective.

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 first ungraded inspection since we judged the school to be good in March 2019.

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	122799
Local authority	Nottinghamshire County Council
Inspection number	10347488
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	91
Appropriate authority	The governing body
Chair of governing body	The Reverend Elizabeth Murray
Headteacher	Lisa Richmond
Website	www.elstonallsaints.notts.sch.uk
Dates of previous inspection	26 and 27 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Nottingham and Southwell. The most recent section 48 inspection of this Anglican/Methodist school, which is an inspection of the school's religious character, took place in June 2024.
- The school does not use any alternative education 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff, including the school's coordinators of the provision for pupils with SEND and of pupils' personal development.
- The lead inspector met the chair and vice-chair of the school's governing body.
- Inspectors carried out deep dives in early reading, art and mathematics. For each deep dive, inspectors held discussions about the curriculum with subject leaders, visited a

sample of lessons, spoke to leaders, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed a wide range of school documentation, including school policies, the use of additional government funding, and the school's records for pupils with SEND.
- The lead inspector listened to pupils from key stage 1 and Year 3 read to a familiar adult.
- Inspectors observed behaviour in lessons and around the school site, during playtime and lunchtime. They spoke with several groups of pupils, both formally and informally.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's surveys for staff and pupils.
- To evaluate the effectiveness of arrangements for 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.

Inspection team

Chris Stevens, lead inspector

His Majesty's Inspector

Sarah Sadler

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