

# Inspection of a good school: All Saints Church of England Voluntary Controlled Primary School

Giles Lane, Bishops Caundle, Sherborne, Dorset DT9 5NQ

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Inspection date:

4 May 2023

## **Outcome**

All Saints Church of England Voluntary Controlled Primary School continues to be a good school.

## **What is it like to attend this school?**

Each pupil is valued as a unique individual at All Saints Church of England VC Primary School. Leaders have established a values-led culture where care and support sit at the heart of the school's work. Pupils feel happy and safe because everyone treats each other with compassion and respect.

Lessons are purposeful. Pupils listen with interest and take ownership of their learning. Staff place a strong focus on developing pupils' mental health, so they become more resilient and learn how to deal with setbacks.

Staff have high expectations for pupils' behaviour and conduct. Pupils respond well to this. Their behaviour, both in and out of the classroom, is exemplary. Older pupils are excellent role models for others. They act as 'buddy readers' and support children joining Reception who are new to the school by writing letters to welcome them and let them know what to expect.

Pupils are grateful for the broad range of activities on offer to them, such as swimming in the outdoor pool and exploring the forest school. They value listening to visitors during assemblies or helping in the village shop. Pupils say that this develops their understanding of different jobs and enables them to help others.

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

Leaders are ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. They have put in place a curriculum which is broad and balanced.

Leaders prioritise pupils' reading, writing and mathematical knowledge. They ensure that these subjects are well designed and sequenced. As a result, pupils understand what is expected of them and learn well in these subjects. For example, when reading stories about plants, they use their scientific knowledge to make predictions about how seeds grow when placed in soil.

In some subjects, however, leaders have not yet made clear the important knowledge that pupils need to learn or the order in which they learn it. This means that pupils do not build their knowledge as well as they could. In art, for example, pupils struggle to use what they know about shading when sketching different objects.

Children start to learn the knowledge they need to read as soon as they start in Reception. Teachers know how to support children to read fluently and accurately. Pupils enjoy reading a broad range of books, comparing them with stories they have read before. The range of texts develops their understanding of diversity and life in modern Britain. Staff use assessment well to identify aspects of reading that pupils find difficult. They provide timely support to help pupils catch up. As a result of their strong language development, pupils also write and spell well.

Leaders ensure that staff know the needs of pupils with SEND well. Teachers skilfully adapt learning to enable these pupils to access the full curriculum alongside their peers.

Pupils' attitudes to learning are exemplary. They take responsibility for their own learning and behaviour with increasing maturity. Pupils expect the same of their peers and remind others of how to behave. They have a clear understanding of what bullying is, and are determined that it does not happen here.

Leaders' support for pupils' personal development is a strength of the school. As a result, pupils feel valued as part of the school community. They grow to be articulate and confident young people who are ready for the next phase of their education. Pupils know the importance of staying physically and mentally healthy. They talk confidently about healthy relationships. For example, pupils know why consent is important and how to reject unwanted attention.

Governors accurately understand any pressures that staff may face. They make sure that they take workload into account when developing policies and procedures. However, governors have not been robust enough in checking the work of the school in some areas. They do not have an accurate enough view of the school's strengths and weaknesses. This means governors are not able to challenge leaders well enough to bring about further improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everyone's responsibility. Staff know pupils and their families exceptionally well. They benefit from the training they receive. Staff identify any concerns at the earliest stage and secure support for families before things escalate. Leaders work well with a range of agencies. This ensures that vulnerable pupils and their families receive the help they need. Leaders have completed the relevant checks to make sure staff are safe to work with children.

Pupils have a deep understanding of how to keep themselves safe. They view the school as their safe space and say that adults always listen without judgement.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some wider curriculum subjects, leaders have not precisely identified the important knowledge that pupils need to learn. This means that pupils do not always build their knowledge well over time. Leaders need to ensure that all subjects identify the knowledge that pupils must learn and when.
- Governors have not been robust enough in checking the work of the school in some areas. Consequently, they do not have an accurate enough view of the school's strengths and weaknesses in all areas. This makes it difficult for them to challenge leaders to bring about any necessary improvements. Those responsible for governance should clarify their roles and use these effectively to hold leaders to account.

## **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 November 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	113772
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10284065
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Smyth
<b>Headteacher</b>	Nigel Roberts
<b>Website</b>	<a href="http://www.bishopscaundle.dorset.sch.uk">www.bishopscaundle.dorset.sch.uk</a>
<b>Date of previous inspection</b>	7 December 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher joined the school in 2019, shortly before the COVID-19 pandemic.
- Pupils are taught in mixed-age classes.
- The school has seen a considerable increase in the number of pupils on roll since the time of the last inspection.
- This is a church school in the Diocese of Salisbury. The school received its section 48 inspection under the Education Act for schools of a religious character in January 2020, when this aspect of the school's work was graded good.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the SEND coordinator, groups of staff and representatives from the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about, and reviewed samples of, work in other subjects.
- Inspectors considered the documentation around safeguarding, including the safeguarding checks made on staff. They talked to governors, staff and pupils about how the school keeps everyone safe.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with a range of staff to see how leaders support their workload and well-being.
- Inspectors considered responses to the online survey, Ofsted Parent View, the staff survey and the pupil survey.

### **Inspection team**

Steph Matthews, lead inspector

Seconded Inspector

Peter Overton

Ofsted Inspector

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