

Inspection of All Saints' Catholic Voluntary Aided Primary School

Oakfield, Anfield, Liverpool L4 2QG

Inspection dates:	4 and 5 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

All Saints is a welcoming and friendly haven. Warm and positive relationships underpin this caring learning community. The school's aim to 'shine brighter together' is lived out each school day. Pupils understand the 'golden rules' and the schools' high expectations for their behaviour. They strive to live up to these. Pupils enjoy playing and learning together. They are happy at school.

Pupils experience an exceptional range of enrichment activities. They learn how to make a positive contribution to their school and society. For example, they plant flowers and work with the council to address littering in the local area. Pupils also spend time with a walking group to provide company for local residents. They learn about the world beyond their community through trips to Italy and Seville and by playing instruments with the Liverpool Philharmonic Orchestra.

The school has high expectations of pupils' academic achievement. Children in the early years get off to a flying start. They benefit from a carefully thought-out curriculum that is delivered expertly well. They are exceptionally well prepared for the demands of Year 1. Recent improvements to the curriculums in key stages 1 and 2 mean that pupils learn more and remember more.

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

The curriculum is aspirational. It has been designed to help pupils to overcome the wider challenges that many face in their everyday life. Right from the time that children start in the early years, staff place a sharp focus on developing children's vocabulary and communication skills. Children are exceptionally well supported to acquire the knowledge that they need for subsequent learning.

Published data does not reflect the quality of education provided by the school. In 2024, pupils' attainment at the end of Year 6 was significantly below the national average. The school has identified the reasons for this outcome. It has taken effective steps to address weaknesses in the previous curriculum. In addition, the school has ensured that the considerable, and increasing, number of pupils at the school who have special educational needs and/or disabilities (SEND) continue to have their needs met.

The school skilfully identifies and addresses the additional needs of pupils. When required, the school has well-matched individual learning plans in place. Pupils who attend the specially resourced provision for pupils with SEND (specially resourced provision) benefit from well-considered approaches to address their individual learning needs. As a result, pupils with SEND progress well through the curriculum alongside their peers.

Changes to the reading curriculum have ensured that learning to read is prioritised. In the Nursery class, including in the two-year-old provision, skilled staff capture children's interest in reading by making effective use of a range of songs and rhymes. Children

quickly begin to learn how to use phonics to read words in the Reception Year. Staff provide appropriate and timely support to help pupils read with fluency and accuracy. As a result, pupils become confident readers.

Staff make regular checks on pupils' learning. However, at times, these checks do not identify whether pupils' earlier learning is fully secure. Sometimes, pupils' misconceptions and gaps in learning go unnoticed. This makes it more difficult for pupils to make sense of new learning. In addition, errors in some pupils' spelling, punctuation and handwriting go unchecked. Consequently, some pupils continue to repeat these errors.

In the early years, children focus fully on the task at hand. They demonstrate admirable resilience when they find tasks more difficult. Older pupils concentrate well in lessons.

The school has systems in place to identify and support pupils who do not attend school regularly enough. It works closely with families to support individual barriers to attendance. However, some of the systems to address low attendance and improve punctuality do not identify or remove these barriers for pupils swiftly enough. Despite some improvements to pupils' rates of attendance, there are still many pupils who miss out on valuable learning.

Pupils demonstrate exceptionally mature attitudes when discussing topics such as relationships and how to keep themselves healthy. They gain a strong understanding of equalities and of fundamental British values. Pupils respect one another's opinions and beliefs. They have a strong awareness of other faiths and cultures.

There is a strong sense of teamwork at the school. The school supports staff well with their workload and well-being when making changes to provision. It ensures that it works in partnership with pupils and their parents and carers. Governors provide effective support and challenge. They are committed to supporting the school in providing a high-quality education for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the checks made on pupils' learning do not identify whether pupils are fully secure with prior learning before they move on to new content. This means that gaps in pupils' knowledge are not spotted, and pupils are not supported to build on their prior knowledge as well as they should. The school should ensure that any misconceptions and gaps in learning are quickly addressed before new learning is introduced.

- The school does not routinely identify or address the spelling, punctuation, and handwriting errors that pupils make when they write independently. This means that some pupils continue to make the same errors over time. The school should ensure that staff identify and address these errors so that pupils are supported to develop their writing accuracy and expertise across the curriculum.
- Many pupils do not attend school regularly enough or arrive late for the start of the school day. These pupils miss out on important learning. The school should ensure that it strengthens its strategies to reduce absences and increase punctuality so that pupils do not miss vital learning opportunities.

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	134250
Local authority	Liverpool
Inspection number	10348242
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	567
Appropriate authority	The governing body
Chair of governing body	Stephen Maloney
Headteacher	Jeremy Barnes (substantive headteacher) Joan Maguire (acting headteacher)
Website	www.allsaintsanfield.co.uk
Date of previous inspection	3 and 4 June 2015, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Liverpool. The last section 48 inspection took place in May 2024. The next section 48 inspection is due to take place in the academic year 2029 to 2030.
- Currently, the substantive headteacher is on secondment. He continues to act as headteacher of this school in partnership with the acting headteacher who was in post at the time of the inspection.
- The school has a specially resourced provision for pupils with autism and severe learning difficulties. Currently, 38 pupils, from the Reception Year to Year 6, attend this provision.
- The school provides education for two-year-old children.
- The governing body is responsible for the school's wraparound care provision.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 conducted deep dives in the following subjects: early reading, mathematics, geography, music, and science. For each deep dive, they had discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with subject leaders and with pupils about their learning in some other subjects.
- The lead inspector observed pupils from key stages 1 and 2 read to a familiar adult.
- Inspectors met with the headteacher, acting headteacher and other school leaders. The lead inspector met with members of the governing body and spoke with a representative of the local authority. She also met with a representative of the diocese.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors met with the leaders responsible for attendance, behaviour, early years, the provision for pupils with SEND and pupils' personal development.
- To evaluate the effectiveness of 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.
- Inspectors spoke with pupils about their experiences of school. They looked at a range of documents related to pupils' welfare and education. They also observed pupils' behaviour during lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors met with parents at the start of the school day. They also took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

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His Majesty's Inspector

Ofsted Inspector

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