

Inspection of All Saints Upton Church of England Voluntary Controlled Primary School

Hough Green Road, Widnes, Cheshire WA8 4PG

Inspection dates: 12 and 13 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils enjoy being a part of All Saints Upton and they are proud of their school. They know that they are expected to work hard and to succeed. Pupils take pride in their learning. This is reflected in the work that they produce and how keen they are to talk about what they have learned.

Pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well in most subjects. They are well prepared for the next stages of their education.

Pupils understand and follow the school rules well. Pupils are polite, well-mannered and thoughtful towards each other and staff. The school is built on a strong culture of respect. Pupils, including children in the early years, are happy and they feel safe. They know that staff are there to help them if they have any worries or concerns.

Pupils are keen to take part in the vast array of clubs on offer. For example, they enjoy attending judo, multi-sports and cooking club. The school tailors its clubs to suit the needs and interests of pupils with SEND. This helps to develop pupils' wider talents and interests beyond the academic curriculum.

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

In most subjects the school has designed a curriculum that is well ordered and takes account of pupils' needs. From the early years, the school has thoughtfully considered the essential knowledge that children need for future learning.

Across key stages 1 and 2, the school has ensured that pupils continue to experience a carefully designed curriculum that is delivered in a logical order. However, in a small number of subjects, the school is in the process of finalising the essential knowledge that pupils need to build on their previous learning. This means that, sometimes, staff are unclear about the essential knowledge that pupils should learn.

In the main, teachers skilfully check on what pupils know and remember. For example, teachers make sure that pupils revisit and recap previous learning. Pupils, including pupils with SEND, successfully develop their knowledge over time in most subjects.

The school ensures that staff are suitably equipped to identify pupils' additional needs accurately and quickly. Staff receive appropriate training so that they know how to support pupils with SEND well. The school ensures that staff adapt the delivery of the curriculum so that pupils with SEND can learn successfully alongside their peers.

The school has prioritised the teaching of phonics. Children learn about letters and the sounds that they represent as soon as they begin in the Reception Year. Staff

deliver the phonics programme with considerable expertise. Pupils practise their reading using books that match the sounds that they know. This enables them to develop their reading knowledge and become more fluent readers. Staff routinely check that pupils are keeping up with the phonics programme. If pupils struggle with reading, skilled staff provide effective support to help them to catch up quickly.

The school has recently introduced new initiatives to inspire pupils to read for pleasure more regularly. For examples, pupils can access high-quality books written by a wider range of authors. However, despite this, some pupils do not build successfully on the positive start that they make with learning to read as they move through the school. This means that, on occasion, pupils do not gain the necessary skills of reading they need to be able to access the wider curriculum.

The school provides high-quality pastoral support for its pupils, including for the most vulnerable. Pupils learn how to keep themselves healthy, both physically and mentally. For example, they know how to stay safe online and understand that they leave a digital footprint.

Pupils are tolerant and respectful of difference. They have a thorough understanding of diversity and they readily learn about different cultures and faiths. The school encourages pupils to be responsible and respectful citizens who care about others. For instance, pupils enjoy raising money for local charities and singing to residents at the local nursing home.

Leaders at all levels, including governors, have significantly improved the quality of education for pupils. In doing this, they have paid careful attention to the well-being of staff in their decision-making.

The school works closely with parents and carers to ensure that they are fully equipped to best support their children with their learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils do not build on the positive start they make with reading. This means that their knowledge of authors and books is limited. The school should promote a culture of reading to develop pupils' interest and enjoyment in literature and reading.
- In a small number of subjects, the school is in the process of embedding the detail about what pupils need to know and when this should be taught. This means that, sometimes, staff are unclear about the essential knowledge that pupils should learn over the course of a unit of work. The school should ensure

that, in these remaining subjects, the knowledge that pupils should learn is identified clearly so that staff are clear about the most important knowledge that pupils need for subsequent learning.

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	131217
Local authority	Halton
Inspection number	10294343
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Revd Peter Dawkin
Headteacher	Jeanette Davies
Website	www.allsaintsupton.halton.sch.uk
Dates of previous inspection	4 and 5 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Liverpool. Its last section 48 inspection, for schools of a religious character, took place in March 2023. The next inspection will be scheduled to take place in 2028.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also discussed the curriculum in some other subjects. They spoke with pupils and reviewed samples of their work.
- Inspectors listened to pupils read with a trusted adult.
- Inspectors met with the headteacher and other leaders. The lead inspector spoke with representatives of the local authority and of the diocese. She also met with members of the governing body, including the chair of governors.
- 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 observed pupils' behaviour in lessons and around the school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with parents and carers at the start of the school day.
- Inspectors considered the responses to Ofsted's online surveys for pupils and for staff.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

Erica Sharman

Ofsted Inspector

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