

# Inspection of a school judged good for overall effectiveness before September 2024: All Saints Church School

Ladies Walk, Yeovil Road, Yeovil, Somerset TA15 6XG

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Inspection dates:

19 and 20 November 2024

## Outcome

All Saints Church School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sharon Bowditch. This school is part of The Bath and Wells Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nikki Edwards, and overseen by a board of trustees, chaired by Pamela Cosh.

## What is it like to attend this school?

This is a school where everyone is welcome. It helps pupils to become the best version of themselves. This includes those with special educational needs and/or disabilities (SEND). The school's caring and warm relationships mean pupils cheerfully arrive through the school gates each morning. One pupil accurately summed this up, stating, 'Everyone is there for each other.'

Pupils enjoy their learning. They come to life when talking about their lessons and how well adults support them. They reflect their enthusiasm for school in their high attendance. The school has recently revised its behaviour system. It has ensured that staff and pupils understand how this works. Consequently, pupils behave well in class and at social times.

The school puts a priority on pupils adopting a wide range of leadership roles. This helps them to understand how they can make a difference in the world. For example, pupils organised a fete to raise money for local and global charities. Pupils from service families come together to share their experiences and create a support network for each other.

Typically, the school has high expectations for its pupils across all aspects of school life. It is supporting staff to raise these expectations further in the curriculum so that pupils learn even more.

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

Following the last inspection, the school acted swiftly to address the areas for improvement. It has reviewed its curriculum. The school has ensured that each subject outlines clearly what pupils should know and when. This includes the early years. The trust makes checks on how well pupils are learning. This helps it to have an accurate view of the school's strengths and weaknesses.

The school has recently seen a sharp rise in the number of pupils with SEND. Those with education, health and care plans now double the national average. The school has adapted to this changing landscape well. Staff benefit from an ongoing training programme to ensure that they have the expertise to support pupils effectively. Staff value this input. They feel that their workload and well-being is taken into consideration when changes are made.

Teachers ensure they follow the planned curriculum closely. This helps pupils to build upon their prior learning. Teachers explain new concepts clearly. They check what pupils have remembered over time. This supports pupils to learn well. Outcomes at the end of key stage 2 in English and mathematics reflect the positive, sustained performance of the school. Results have been consistently in line with national averages.

However, on some occasions, teachers do not expect enough of pupils. When this happens, they give tasks which do not match the high ambition of the curriculum intent. Occasionally, teachers also accept work which does not reflect pupils' best efforts. When this happens, pupils do not deepen their knowledge as extensively as they should.

The school prioritises reading, starting in the early years. It checks carefully what pupils know. The school identifies swiftly any pupils who have fallen behind, including those with SEND. It gives carefully targeted support to help them catch up. Older pupils learn to read a range of different books and authors. This promotes a strong love of reading.

Following a period where suspensions rose, the school acted quickly. It evaluated the root causes of misbehaviour. The impact of the changes in the behaviour policy means that suspensions are now rare. The school has a calm feel. Parents and carers rightly praise its nurturing ethos. This allows pupils, regardless of their background, to flourish and thrive in their learning. Staff effectively support those who find it more difficult to manage their behaviour. In the early years, adults help children to settle quickly and establish routines. Children listen carefully to adults' instructions. For example, they enjoy learning the words and actions for the Christmas performance.

The school seeks to enhance pupils' broader development wherever possible. Pupils enjoy a range of clubs to promote their talents and interests, such as science, cross-country and needle felting. There are a range of educational visits to deepen pupils' knowledge of the academic curriculum. These include trips to historical houses, museums and a recycling plant. Visitors to school help pupils to learn about potential jobs and career paths. Pupils learn about other faiths and cultures through the curriculum and themed days.

The local governing committee check the school's work closely. It works in conjunction with the trust to support and challenge the school. Governors check the effectiveness of the pupil premium strategy. This ensures that disadvantaged pupils and those from service backgrounds get the additional support they need.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On some occasions, teachers' expectations of what pupils can do is not high enough and does not match the ambitious curriculum. They give work which does not deepen pupils' knowledge sufficiently or they accept work that is of a lower standard than pupils are capable of. The trust should support teachers to consistently give tasks that matches the high ambition of the curriculum intent and that enables pupils to produce the best work they are capable of.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 All Saints Church of England Primary School to be good for overall effectiveness in February 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](#)' 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

<b>Unique reference number</b>	143958
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10344796
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Pamela Cosh
<b>CEO of the trust</b>	Nikki Edwards
<b>Headteacher</b>	Sharon Bowditch
<b>Website</b>	<a href="http://allsaintschurchschool.co.uk">allsaintschurchschool.co.uk</a>
<b>Dates of previous inspection</b>	17 and 18 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Bath and Wells Diocesan Academies Trust.
- The school runs its own breakfast and after-school club.
- This is an Anglican school in the Diocese of Bath and Wells. The most recent section 48 inspection for schools of a religious character took place in November 2024. The school's next section 48 inspection will be within five school years of this date.
- The school uses three unregistered alternative provisions.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher and other senior leaders, groups of staff, trustees, the deputy CEO, members of the local governing committee. He also held telephone calls with each of the alternative provisions used by the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments.

### **Inspection team**

Jason Edge, lead inspector

His Majesty's Inspector

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