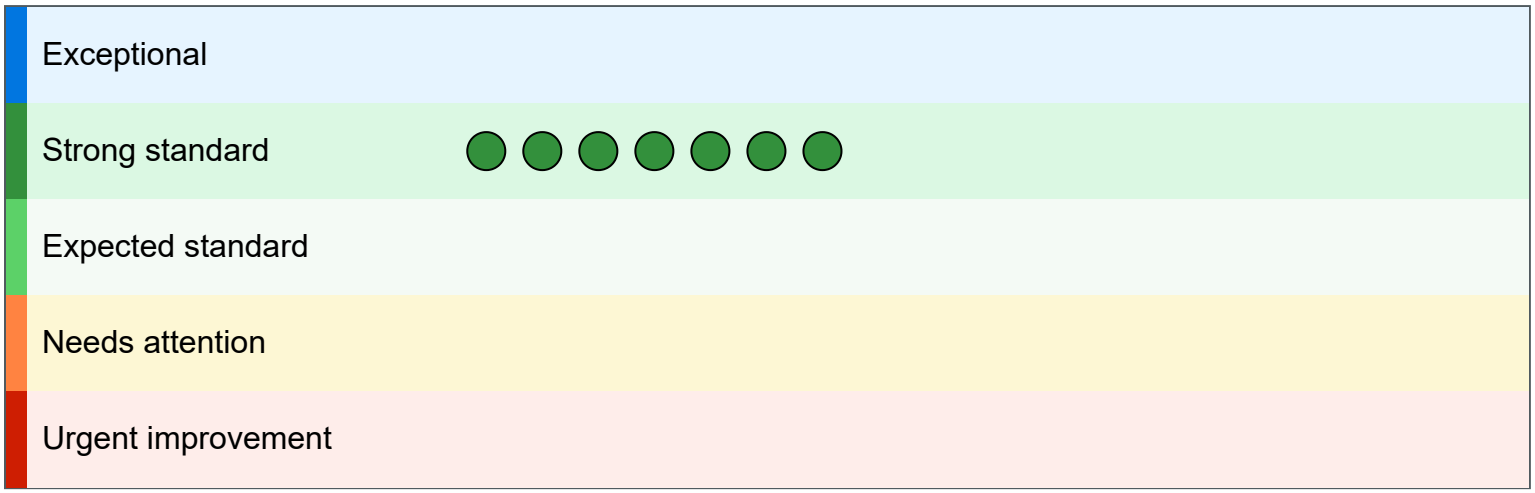
All Saints' CofE Primary School

Address: School Road, Trysull, Wolverhampton, West Midlands, WV5 7HR

Unique reference number (URN): 146807

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve highly across subjects and over time. They consistently attain outcomes in reading, writing and mathematics that are above national expectations. Children develop the phonics knowledge and skills they need to become confident readers. The small number of pupils who do not secure phonics by the end of Year 1 receive tailored support to help them catch up quickly. Older pupils read fluently and accurately. They develop a love of reading and talk confidently about the books they enjoy.

Across the curriculum, pupils use subject-specific vocabulary confidently to explain their ideas and demonstrate their understanding. Pupils with special educational needs and/or disabilities and disadvantaged pupils make very positive progress from their starting points. Staff identify and address gaps in knowledge quickly, helping pupils build on their learning successfully. As a result, pupils are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard

Pupils at All Saints' attend well and enjoy coming to school. Attendance is above national figures for all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders monitor attendance closely and use information effectively to identify patterns and address concerns. They work in close partnership with families to understand and remove barriers to regular attendance. As a result, persistent absence is managed effectively, and pupils benefit from attending school regularly.

Behaviour across the school is exemplary. Pupils treat each other with kindness, respect and consideration, creating a calm and welcoming environment. Bullying is rare, and pupils are confident that staff deal with any concerns quickly and effectively. They value the support of caring adults and know who to turn to if they need help. In lessons, pupils demonstrate highly positive attitudes to learning. They focus well, participate actively and take pride in their work. During social times, 'playground friends' carry out their roles effectively. As a result, playtimes are happy and harmonious.

Curriculum and teaching

Strong standard

Leaders have established an ambitious and carefully planned curriculum that helps pupils build knowledge and skills from the early years to Year 6. They identify the important knowledge pupils need to learn and ensure that new learning builds on what pupils already know. Leaders review the curriculum regularly to ensure a consistent experience for pupils across the school.

Pupils are taught the foundations of reading, spelling, handwriting and number facts consistently well. Teachers deliver phonics effectively through a well-structured programme, helping pupils become confident and fluent readers. This enables them to access learning across all subjects with confidence.

Teachers have secure subject knowledge and use assessment precisely to check pupils' understanding, address misconceptions and adapt teaching where needed. The school's commitment to inclusion ensures that support is identified and put in place early. As a result, all pupils, including those who need additional support, achieve well and make progress.

Pupils benefit from high-quality teaching across all subjects. Leaders invest in regular training, coaching and mentoring to support staff and continually develop expertise. This helps to maintain high standards and ensures that pupils develop a broad range of knowledge and skills.

Early years

Strong standard

Early years leadership is highly effective. Children's happiness, wellbeing and development sit at the heart of everything staff do. The caring and nurturing ethos found across the school is evident throughout the early years. Children feel safe, valued and well supported. From Nursery Year onwards, they settle quickly, build positive relationships and become confident members of the school community.

Drawing on expertise from the trust, leaders have developed a high-quality curriculum that builds children's knowledge and skills from their starting points. This prepares them very well for Year 1. Children achieve highly and develop secure foundations in reading, writing and number. Staff teach phonics effectively through a well-structured programme, helping children become confident readers. Staff identify additional needs early and provide effective support, ensuring that all children, including those with special educational needs and/or disabilities, access learning successfully and make progress.

Skilled staff make learning engaging and purposeful. Through conversations, questioning and play, they develop children's language, vocabulary and thinking. Daily stories, rhymes and songs strengthen communication and early literacy skills. Staff know children very well and adapt learning to meet their needs and interests. Close partnerships with parents and carers support children's development and help them flourish. As a result, children develop confidence, independence and curiosity and are very well prepared for Year 1.

Inclusion

Strong standard

Inclusion is central to the work of All Saints' Church of England Primary School. Staff know pupils well and understand their individual needs and circumstances. They identify barriers to learning and wellbeing swiftly and use this insight to provide tailored support that helps pupils succeed. Through careful monitoring and regular review, leaders and staff adapt support and strategies to ensure they remain effective. Alongside effective pastoral care, this provision has a sustained impact on reducing barriers and enhancing pupils' progress, experiences and opportunities.

Staff receive the training they need to support pupils with a wide range of needs and vulnerabilities, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders use additional funding purposefully to address barriers such as attendance and social and emotional wellbeing. Staff work closely with families and external agencies to secure the right support at the right time. This collaborative approach helps pupils engage fully in school life and make positive progress.

Leaders are committed to ensuring equal access for all pupils. They remove barriers to participation and ensure that disadvantaged pupils and those with additional vulnerabilities benefit fully from the school's curriculum, wider opportunities and enrichment activities. As a result, pupils feel valued, included and supported to thrive both academically and personally.

Leadership and governance

Strong standard

Leaders are ambitious for every child and place pupils' best interests at the centre of every decision they make. They have a deep understanding of the school's strengths and priorities and take timely action to drive further improvement. As a result, the school continues to provide a high-quality education. Leaders invest in staff development and ensure that staff have the knowledge, skills and confidence to excel in their roles. Through a carefully planned programme of professional development, staff benefit from high-quality training, coaching and mentoring that strengthens their expertise and enhances classroom practice.

Leaders prioritise staff wellbeing and carefully consider workload when making decisions. As a result, staff feel valued and proud to work at All Saints'.

Governors and trustees fulfil their responsibilities effectively. They know the school well and use clear systems and reliable information to hold leaders to account effectively. They provide a high level of support and robust challenge and carry out their own checks to evaluate the impact of leaders' work.

Leaders place great importance on building open, supportive relationships with parents and carers and the wider community. Families value the school's welcoming atmosphere, caring ethos and genuine sense of belonging. Parents speak highly of the support their children receive and the positive relationships they have with staff. These partnerships strengthen the school community and contribute positively to pupils' achievement, wellbeing and personal development.

Personal development and wellbeing

Strong standard

Leaders have established a comprehensive and inclusive personal development programme that prepares pupils well for life beyond school. Pupils develop a strong understanding of online safety, including the use of artificial intelligence. They talk confidently about how to stay physically and mentally healthy and understand the changes associated with puberty.

The programme provides purposeful opportunities for pupils to learn about different experiences and perspectives. Pupils reflect on their own beliefs, consider ethical issues and develop an understanding of fundamental British values. Through personal, social and health education, assemblies and wider learning experiences, they develop respect for others and appreciate different backgrounds and viewpoints. Pupils apply this understanding confidently in school and beyond. As one pupil explained, 'We treat everyone the same. Everybody is equal.'

Leaders ensure that all pupils can participate fully in the wider life of the school. They use their knowledge of pupils' individual circumstances to provide tailored support and remove barriers to participation. Leaders monitor involvement in enrichment activities carefully and

provide additional encouragement where needed so that pupils can benefit from the opportunities available.

A wide range of opportunities helps pupils develop their interests, talents and sense of belonging. Pupils enjoy regular outdoor learning, talent shows, productions and 'EKO Club'. Leaders thoughtfully design the extra-curricular offer to reflect pupils' interests and needs. Leadership roles, including reading ambassadors, worship council, school council and house captains, help pupils develop confidence, responsibility and resilience. These experiences make a valuable contribution to pupils' wellbeing and personal growth.

Leaders recognise the importance of helping pupils develop a broad understanding of society beyond their immediate experience. They continue to seek opportunities that further enrich pupils' understanding of diversity and other cultures.

What it's like to be a pupil at this school

Pupils at All Saints' Church of England Primary School embody the school's vision of 'shining our light onto others' through the kindness, respect and positivity they show each day. They are proud of their school and value the positive relationships they have with staff and one another. As a result, pupils attend well and feel safe, happy and well cared for. Bullying is rare, and pupils trust adults to address concerns swiftly and effectively. Pupils behave consistently well and respond positively to the school's high expectations. This creates a calm, respectful environment where everyone feels valued and included.

Pupils enjoy learning and engage enthusiastically in lessons. They contribute positively to classrooms that are calm, purposeful and focused. Pupils develop secure knowledge and skills across the curriculum and discuss their learning with confidence. They make thoughtful links between subjects and articulate their understanding clearly. In the early years, children are eager to learn and engage fully in classroom activities. Skilled adults help them develop confidence, independence and the skills they need for Year 1.

Pupils achieve highly. Effective support removes barriers to learning promptly, enabling pupils to make notable progress from their starting points. They are very well prepared for the next stage of education and achieve outcomes that are consistently above national averages. Pupils take pride in their work and understand the value of effort and perseverance.

Beyond the classroom, pupils benefit from a rich range of opportunities that broaden their experiences and nurture their talents. Whether enjoying a special seat at the 'Lighthouse Table', learning a musical instrument, taking on leadership responsibilities or visiting the Houses of Parliament, pupils develop confidence, character and a wider understanding of the world. They demonstrate a secure understanding of equality, respect and responsibility. As a result, pupils thrive academically and personally, becoming exemplary ambassadors for their school and valued members of its close-knit community.

Next steps

- Leaders should deepen pupils' knowledge of cultural diversity and other faiths to enable pupils to thrive in modern Britain.

About this inspection

This school is part of St Bartholomew's CE Multi Academy Trust , which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Katy Kent, and overseen by a board of trustees, chaired by Richard Pithers.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection started on 29 September. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 30 September and 1 October to complete the inspection.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, executive headteacher, senior teacher, CEO, associate headteacher, designated safeguarding lead, special educational needs coordinator, chair of the trust, vice chair of the trust, chair and vice chair of the local governing board, governance professional, staff, parents and pupils during the inspection.

This school is registered as having a Church of England religious character. It is in the Diocese of Lichfield. Its last section 48 inspection was on 23 January 2020.

The school currently uses no alternative provision.

The head of school was appointed in November 2024.

Head of school: Katie Davies

Lead inspector:
Victoria Jordan, His Majesty's Inspector

Team inspectors:
Christian Hamilton, Ofsted Inspector
Laura Hopley, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

107
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

105
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.48%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.87%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.02%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	62%	Above
2023/24 (final)	79%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	75%	Above
2023/24 (final)	86%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	86%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	74%	Above
2023/24 (final)	93%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	3.9%	5.1%	Below
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	12.0%	14.4%	Close to average
2024/25 (3 term)	5.5%	13.0%	Below
2023/24 (3 term)	4.3%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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