

All Saints' Catholic Primary School

Address: Cedar Road, Sale, Cheshire, M33 5NW

Unique reference number (URN): 106347

Inspection report: 3 February 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **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 ●

Attendance and behaviour

Strong standard ●

Leaders have embedded a range of systems that quickly pick up and address attendance concerns. They have been especially successful in making sure that disadvantaged pupils attend school as often as they can. This has improved significantly over the past 2 years. This is also the case for pupils with special educational needs and/or disabilities. Where attendance presents a cause for concern, well-established processes ensure that pupils and their families receive the support they need to secure regular school attendance.

Staff understand the expectations around behaviour. They consistently champion these. Pupils rise to these high expectations. Consistently positive attitudes to learning help to create focused classrooms where pupils diligently work on their activities. Older pupils provide care, support and guidance for their younger peers. For example, Year 6 pupils support children in the early years to settle into school. Empowered to recognise kindness in others, pupils nominate their peers for the weekly 'heart of gold' award. Social times are enjoyable occasions for pupils. The school provides a range of engaging options for those who prefer indoor activities during breaktimes. Poor behaviour, bullying and discrimination are extremely rare. Any issues that occur online or outside of school are quickly followed up.

Early years

Strong standard ●

The early years offers a wonderful platform for children to take their first steps into education. From the moment they join the Nursery Year, children benefit from caring and compassionate relationships with staff. Expectations of what children can achieve are high. Knowledgeable staff skilfully design learning activities that immerse children in new learning. Precise development of children's language and vocabulary is constant.

Staff use opportunities to engage children in meaningful interactions, which help build their understanding of the world around them. The outdoor area is carefully organised to help children explore, cooperate and physically challenge themselves. Staff use their detailed understanding of children to inform the curriculum. This helps children to work confidently towards their next steps. The school ensures regular information keeps parents and carers up to date on how their child is progressing, both socially and academically.

There is a sharp focus on ensuring that children learn how to read and write. Leaders pay great attention to this. For example, children in the Reception Year learn the correct posture needed when sitting down to write. Teachers teach phonics effectively and children quickly learn to read. Children hit the ground running when they join Year 1.

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture at the school. Leaders and staff make sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access the same opportunities as their peers. Staff have a detailed knowledge and understanding of individual pupils. They use this to remove barriers to learning quickly.

Staff assess pupils' needs as soon as they join the school. They take swift action based on what they learn. Staff receive focused training that responds to the changing needs of pupils. It equips them with strategies to use with pupils, which they review and adapt with confidence. Pupils with SEND receive bespoke resources that enhance their ability to access and engage with learning. Leaders rigorously evaluate the impact of the support that is in place for disadvantaged pupils and those with SEND. They take timely actions to help staff refine their approaches when needed.

Parents, carers and external partners work closely with leaders. Carefully selected alternative provision complements and strengthens what takes place in school. The school uses additional funding very well to help disadvantaged pupils succeed across many aspects of school life.

Personal development and wellbeing

Strong standard ●

Pupils are highly prepared for life beyond the school. The school values thread through the personal development programme and the wider opportunities available to pupils. As a result, pupils develop as curious, resilient and increasingly independent individuals, who share a strong sense of what is right and what is wrong. They reflect on ethical and moral issues. Pupils take action to behave in a conscientious way. For example, they engage with a local charity to provide food and clothing parcels for the homeless. Involvement with such initiatives expands pupils' understanding of empathy and compassion.

Pupils learn about the importance of physical health. This begins in the early years, where children learn about the importance of brushing their teeth and having a healthy diet. Pupils are very knowledgeable about the fundamental British values. They understand the concepts of democracy and the rule of law and why they matter. These are brought to life in school through voting systems, which pupils engage in to elect their peers to roles of responsibility. Pupils learn about a range of different cultures and religions. They show respect and appreciation for these. Pupils learn about relationships in age-appropriate ways.

Pupils learn how to manage risks. These range from understanding the positive qualities to look for in a new friend, through to knowing how to keep themselves safe in the wider community and online. Pupils benefit from plenty of opportunities to develop their talents and interests through a wide range of clubs. These include arts and crafts, gardening and choir. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities fully benefit from these experiences.

Leaders draw upon a broad range of external partners to help provide carefully bespoke pastoral support. This provides tailored help and guidance for pupils and their families during times of need.

Expected standard

Achievement

Expected standard 

At the end of Year 6, pupils achieve well in reading, writing and mathematics. Pupils' achievement is reflected in the results of national tests. Pupils currently at the school produce high-quality work in these areas. Leaders' actions ensure that in these subjects, many pupils have the knowledge they need to get off to a positive start in secondary school. Over time, disadvantaged pupils have achieved particularly well in mathematics when compared to the same group nationally.

In subjects other than reading, writing and mathematics, pupils typically achieve well across different year groups. In most cases, pupils are well prepared for their next stage of education. That said, there remain a small number of subjects where pupils do not achieve as well as they could. They have gaps in their knowledge and some aspects of learning are underdeveloped. This limits how well prepared they are for their next steps.

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have carefully sequenced the curriculum from the Nursery Year through to Year 6. It provides clear detail on what important knowledge teachers should focus on. In the majority of subjects, teachers deliver the curriculum as intended. This includes reading, writing and mathematics, where focused training helps staff ensure that all pupils have the knowledge they need to be successful in these subjects. Here, gaps in knowledge are quickly identified and addressed. Pupils develop their spoken language well. This, in turn, enhances the written work of many pupils. There are a small number of subjects where the teaching of the curriculum is variable. In some instances, important knowledge set out in the curriculum is not taught in sufficient depth. At times, some gaps in pupils' knowledge and skills go unaddressed.

Leaders are highly successful in ensuring that all pupils access the curriculum. They have in place a carefully coordinated package of social, emotional and academic support for pupils. Along with well-chosen resources, this support enables pupils with special educational needs and/or disabilities and those who are disadvantaged to take part fully in learning and to engage with all the school has to offer.

Leadership and governance

Expected standard 

Leaders have established effective approaches that provide them with a clear understanding of different aspects of the school's work. They know the strengths of the school and where they need to do further work. Typically, where improvements are required, leaders take appropriate actions for improvement.

Governors carry out their duties well. They use their visits along with a range of appropriate information to understand different areas of the school's work. They use this knowledge to provide leaders with suitable levels of challenge and support. They have a clear understanding of the community that the school serves. This helps them to make informed decisions that are in the best interests of pupils. This has contributed to the excellent

support received by disadvantaged pupils and those pupils with special educational needs and/or disabilities. Highly effective training and support for staff underpins the establishment of this.

Parents and carers are positive about the school. They value what staff do to help their children get off to a positive start in education. There is an appreciation among parents for the way in which staff have created positive relationships and a welcoming feel to the school. Staff feel well supported by leaders and value the actions taken to promote their wellbeing. They feel that their workload is manageable. Staff appreciate the open and approachable culture within the school, which enables them to raise any concerns without hesitation. Staff feel trusted and respected.

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

All Saints' Catholic Primary School comes to life each morning when pupils arrive to eagerly begin the school day. Staff know the pupils extremely well. Staff in the early years provide caring support and gentle encouragement to help children start the day ready to learn. During their time in the early years, guided by expert staff, children get off to a flying start in their education.

Pupils with special educational needs and/or disabilities and those who are disadvantaged thrive at the school. Barriers to learning are skilfully broken down, which enables these pupils to make superb progress from their starting points. Across the school, pupils are well prepared for their next stages of education in reading, writing and mathematics. That said, there remain a small number of subjects where pupils do not achieve as well as they could.

Pupils attend school regularly. They miss little learning. The school is calm and orderly. Pupils settle quickly into their activities. The school's values help pupils understand and enact excellent behaviour. They continually show respect for one another. Incidents of bullying are very rare. Any friendship concerns are swiftly addressed by staff. Pupils trust that staff will support them in times of need. This helps pupils to feel safe at school.

Self-belief and confidence are qualities that pupils develop as they move through the school. Pupils demonstrate this through some of the leadership opportunities that they take up. For example, within the performing arts group, older pupils teach routines to their younger peers. Pupils develop a positive sense of moral purpose. One of the ways in which they express this is through writing to the local council on issues that affect their wider community. Pupils are extremely well prepared for life in modern Britain.

Next steps

- Leaders should ensure that in subjects other than reading, writing and mathematics, the curriculum is covered in sufficient detail and that gaps in knowledge are identified and addressed in a timely manner.
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About this inspection

The chair of the board of governors in this school is Graham Perkins.

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

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.

The inspectors spoke with the headteacher, other school leaders and members of staff.

The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The last s48 inspection took place in July 2019. The next s48 inspection is due to take place by the end of 2026.

At the time of the inspection, the school was using one unregistered alternative provision.

Headteacher: Mrs Anita Fagan

Lead inspector:

David Robinson, His Majesty's Inspector

Team inspectors:

Gillian Crompton, Ofsted Inspector

Chris Fielding, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

217

Close to 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: 272

School capacity

209

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)

18.27%

Close to average

What does this mean?

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

National average: 26.3%

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

1.84%

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: 3.5%

Pupils with special educational needs (SEN) support

14.29%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	80%	61%	Above
2024/25 (revised)	88%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	76%	60%	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	90%	74%	Above
2024/25 (revised)	94%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	85%	73%	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	88%	72%	Above
2024/25 (revised)	94%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	85%	71%	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	95%	73%	Above
2024/25 (revised)	94%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	97%	73%	Above

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	50%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	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	63%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	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	63%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (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	88%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	50%	68%	-18 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	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	63%	80%	-17 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	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	63%	78%	-15 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	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	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

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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
2024/25 (2 term)	3.5%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	5.4%	5.9%	Close to average

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
2024/25 (2 term)	4.3%	13.3%	Below
2023/24 (3 term)	6.1%	14.6%	Below
2022/23 (3 term)	10.6%	16.2%	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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