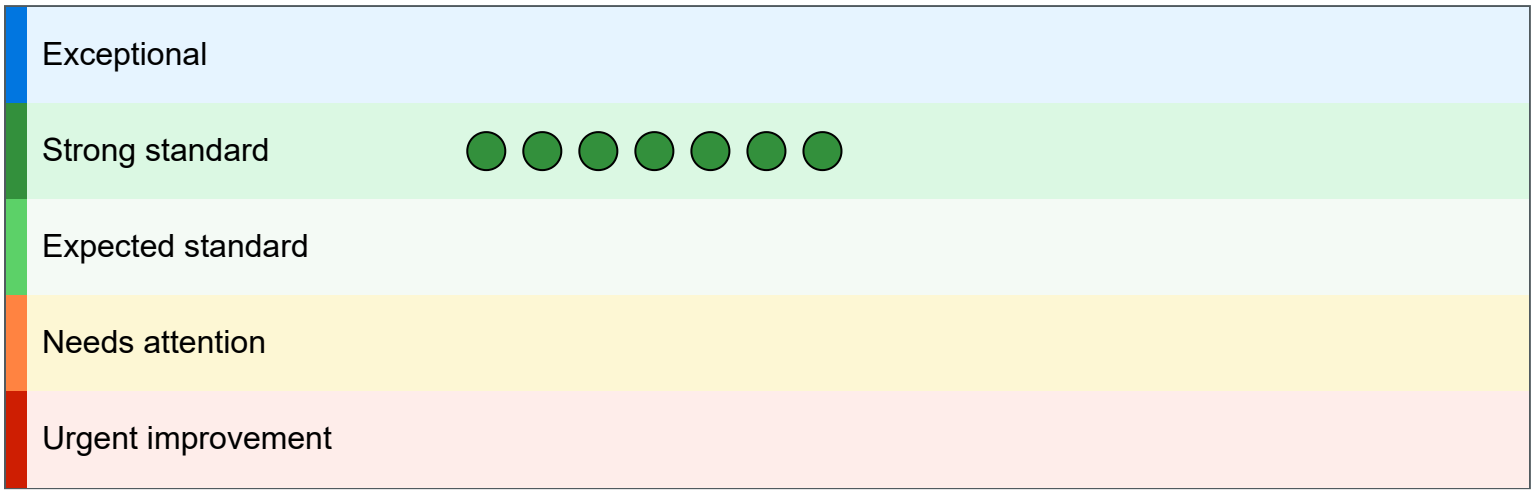
All Saints Church of England Primary School

Address: Tamar Way, Didcot, Oxfordshire, OX11 7QH

Unique reference number (URN): 150190

Inspection report: 6 October 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 the curriculum and make strong progress from their starting points. Outcomes in national tests in Year 6 are typically above average. Pupils develop and remember accurate and detailed knowledge. This means that pupils are very well prepared for the next stage in their education.

Leaders' actions have a direct impact on this level of achievement. They ensure that pupils secure the important building blocks of knowledge they need across subjects. Pupils can then tackle more complex and challenging work. Pupils make thoughtful links between what they are learning and what they already know. They speak confidently and eloquently about their learning.

The school provides well-considered support for pupils with special educational needs and/or disabilities or other barriers to their learning. These pupils leave the school with the skills and knowledge they need to succeed. Staff ensure that pupils swiftly gain accuracy and fluency in key areas such as reading, writing and mathematics.

Attendance and behaviour

Strong standard

Leaders have secured high attendance with their pupils by creating a calm, welcoming environment where pupils feel safe. Leaders keep a close eye on pupils' attendance. They intervene swiftly to remove barriers that prevent pupils from attending school as often as they can. Staff build strong relationships with families, which helps to embed positive routines. The school's nurture provision has made a significant contribution to this work. Targeted support for disadvantaged pupils has led to clear improvements in their attendance.

Behaviour across the school is excellent. Pupils follow routines confidently and demonstrate highly respectful conduct in lessons and at social times. The whole school is calm and purposeful, enabling learning to proceed without interruption. Pupils give their full attention in lessons. They do not need to be reminded that they should be active participants in their learning. Pupils and staff build warm, trusting relationships that underpin a nurturing environment where pupils feel safe. Staff apply expectations consistently. They adapt strategies effectively for pupils where needed. Pupils are confident that behaviour is good, that differences are respected and that bullying is rare. They know that any unkind or prejudicial behaviour is not tolerated.

Curriculum and teaching

Strong standard

Leaders have developed a well-structured and ambitious curriculum. Essential knowledge is identified and sequenced so that pupils' learning builds coherently over time. Leaders continually evaluate the curriculum's effectiveness to ensure they maintain a precise understanding of its quality. They make informed decisions about how it should evolve.

Leaders have embedded their research-based ‘Teaching and Learning Toolkit’ across the school. These well-established approaches ensure that teaching is consistently high quality. Pupils draw on prior learning and make effective links across subjects to deepen their understanding. Teachers use assessment skilfully to identify misconceptions, adapt learning and build confidently on what pupils already know.

Leaders’ focus on phonics means that early reading is taught with precision. Staff prioritise teaching early skills in mathematics, reading and writing. Precise teaching of these subjects secures pupils' early fluency. Teachers use ‘flashbacks’ to help pupils remember key knowledge over time. Regular checks on pupils' learning ensure that all pupils keep up.

Teachers maintain consistently high expectations for every pupil. They provide effective adaptations for pupils with barriers to learning. As a result, all pupils access the curriculum and develop independence. Pupils engage positively in lessons and speak confidently when discussing their learning.

Early years

Strong standard

Children settle quickly into school due to consistent, well-established routines and a structured start to the day. Staff build secure, caring relationships that help children feel confident and ready to learn. The environment is intentionally organised. Carefully chosen resources promote independence, purposeful play and sustained engagement.

Leaders sequence the curriculum carefully, so children learn the key knowledge they need by the end of Reception Year. Staff teach phonics, early writing and mathematics with precision. They identify gaps swiftly and provide targeted support, so children develop secure key skills. All children make sustained progress from their starting points.

Teaching is consistently highly effective. Staff promote communication and language effectively. Staff use skilful, high-quality interactions to extend children's language, thinking and understanding throughout the school day. Outdoor provision further strengthens children's language development, offering meaningful opportunities for talk, exploration and problem-solving. Carefully planned learning activities encourage children to explore, investigate and apply what they know with increasing confidence. Children are confident to learn on their own, in groups and with staff. Staff identify children's individual needs promptly. They adapt learning well so that all children access the curriculum. Children thrive there and are well prepared for Year 1.

Inclusion

Strong standard

Inclusion is a significant strength of the school. Leaders have purposefully created a calm, nurturing environment while maintaining high expectations of what pupils can achieve. As a result, pupils with special educational needs and/or disabilities and those with other barriers to their learning achieve very well from their starting points.

Leaders identify pupils’ needs with precision. Through their work with families and external professionals, leaders and staff are highly successful in reducing pupils' barriers to learning and wellbeing. They make sure that all pupils receive the right support at the right time. This

means that those who experience barriers to learning access the same ambitious curriculum as their peers.

Staff use strong relationships and accurate assessment to understand barriers early. They use well-chosen adaptations from the school's well-embedded 'Universal Offer' to ensure that all students can access learning. Staff then tailor support further for those who need it most. Leaders maintain rigorous oversight of pupils' progress through regular reviews, adjusting provision swiftly where impact is not yet strong enough.

Leaders use pupil premium funding strategically. They maintain a clear focus on disadvantaged pupils through their 'Three Daily Checks'. This approach strengthens disadvantaged pupils' attendance and supports them to achieve well academically.

Leadership and governance

Strong standard 

Leaders are determined to provide pupils with the best possible education. There is a culture of crystal-clear expectations that all staff subscribe to. All those responsible for the school know it well and celebrate its strengths. Leaders consistently identify the right priorities to improve the school and take appropriate action to bring these to fruition. Leaders are highly effective in removing barriers to ensure that all pupils achieve, belong and thrive. Inclusion is a key priority. Leaders promote a robust culture of safeguarding and ensure that staff share a clear understanding of their responsibilities.

All staff feel valued and listened to by leaders. They appreciate how leaders support them to develop professionally. Leaders ensure that staff have the knowledge and skills they need to do their very best for pupils. Leaders have created a bespoke induction programme for their early careers teachers that ensures they have the knowledge and training they need to deliver the school's expectations. Staff are encouraged to take responsibility for their own learning in addition to the statutory programme. This combination of self-directed and essential training ensures that they continually improve their expertise.

Trustees are knowledgeable and experienced. Governors fulfil their statutory duties with vigour. They provide robust challenge and support, using their expertise to hold leaders to account and contribute positively to further improvement.

Parents and carers are overwhelmingly positive about the school. They value the quality of education their children receive, balanced with the caring and supportive ethos that leaders have created.

Personal development and wellbeing

Strong standard 

The school has a thoughtfully designed personal development programme. It is precisely tailored to pupils' needs. Pupils learn the knowledge and skills they need to be very well prepared for life in modern Britain.

Pupils value diversity and enjoy learning about different cultures and beliefs. The school's values are evident in pupils' attitudes and interactions. Language such as 'love', 'hope', 'courage' and 'mutual care', among others, is interwoven through pupils' understanding. Pupils describe a culture where they help one another, feel listened to and are encouraged

to succeed. Pupils consistently describe staff as kind, supportive and willing to listen when concerns arise.

Pupils value opportunities to take on responsibilities such as mediators, house captains and school council representatives. Pupils speak with pride about these opportunities and explain how they make an impact on school life.

Leaders weave extra-curricular opportunities through the curriculum. Visitors, such as the fire brigade, add context to the lessons pupils learn. Pupils take part in a wide range of visits and residential experiences that help them learn more about the world beyond school. The impressive school choir sings at local events and those further afield. Pupils have the opportunity to swim in the school-organised swimming gala. Of particular pride to girls and boys alike is the girls' football team's recent success in the county championships.

Pupils demonstrate detailed understanding of their personal development learning through their knowledge and their attitudes. Staff teach relationships and health education highly effectively and adapt learning appropriately so that all pupils can access important content. Pupils understand how to stay safe online and offline and make thoughtful decisions when using technology. Pupils demonstrate tolerance and respect towards each other. For example, they defer to their peers when someone is speaking and wait their turn sensibly.

Extremely effective pastoral support helps pupils feel valued and supported. As a result, pupils feel safe, contribute confidently to school life and are very well prepared for their next steps.

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

Pupils flourish in this highly inclusive school. They achieve highly and develop into confident, caring individuals. Pupils say that it is a special place because everyone is kind. Leaders and staff celebrate pupils as individuals and share warm, respectful relationships. Staff know pupils and their families well, and this contributes significantly to pupils' sense of security and belonging. Pupils understand what the school vision 'Together we Aspire, Believe, Explore and Achieve' means. They demonstrate these values each day through their learning and conduct.

Pupils throughout the school benefit from the calm and welcoming environment. They want to come to school because they enjoy learning. This is reflected in their high attendance. Pupils listen to their teachers and try hard. They know what is expected of them due to well-established routines. Pupils benefit from a broad, balanced and challenging curriculum that builds knowledge over time. They recall subject-specific vocabulary and knowledge securely across all subjects. Children in the early years talk excitedly about their learning and demonstrate secure development in each area of the curriculum. Pupils are very well prepared for secondary school.

Social times are harmonious, with pupils of all ages mixing with respect and kindness. Outdoor equipment is used with consideration for others. All pupils are welcome to join in games. For example, they relish a popular card game that attracts an ever-changing group of pupils, despite no one being completely sure of the rules! Pupils behave extremely well.

Instances of unkind behaviour are rare. Pupils are confident in resolving conflict themselves, but trust that staff will help if they need it. Pupils who need extra help to manage their feelings are well supported.

Pupils talk proudly about their leadership opportunities, including school councillors, mediators and house captains. These pupils have clearly defined roles and help to improve the school community.

Next steps

- Leaders should further refine lesson design in the wider curriculum so that it has a transformational impact on pupils' achievement.

About this inspection

This school is part of the Ridgeway Education 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), Georgina Littler, and overseen by a board of trustees, chaired by Ruth Elliot.

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

The inspection took place on 6 and 7 October 2026.

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.

During the inspection, inspectors spoke with the headteacher and other senior leaders, trustees, the chair of the local governing body, the CEO, the director of primary education for the trust and a representative of the Diocese of Oxford. Inspectors also spoke with staff and pupils during the inspection.

Inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. It is in the Diocese of Oxford. Its last section 48 inspection was in October 2024.

The school does not currently make use of any alternative provision.

Headteacher: Lucy Wheatcroft

Lead inspector:
Vanessa Mason, His Majesty's Inspector

Team inspectors:
Alison Robb-Webb, Ofsted Inspector
Kimberley Kemp, Ofsted Inspector
Tom Brunson, 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 6 October 2026

School and pupil context

Total pupils

421
Above 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

420
Above 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)

12.31%
Below 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

5.46%
Close to 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

12.83%
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

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)

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)	75%	62%	Above
2023/24		61%	

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)	85%	75%	Above
2023/24		74%	

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)	77%	72%	Close to average
2023/24		72%	

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)	90%	74%	Above
2023/24		73%	

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)	33%	47%	Below
2023/24		46%	

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)	67%	63%	Close to average
2023/24		62%	

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

Year	This school	National average	Compared with national average
2024/25 (final)	33%	59%	Below
2023/24		58%	

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
2025/26 (provisional)	R	R	R
2024/25 (final)	100%	61%	Above
2023/24		59%	

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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)	33%	69%	-36 pp
2023/24		67%	

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)	67%	81%	-14 pp
2023/24		80%	

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

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	33%	78%	-45 pp
2023/24		78%	

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)	100%	81%	19 pp
2023/24		79%	

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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
2025/26 (1 term)	4.0%	5.1%	Below
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.5%	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)	8.6%	14.4%	Below
2024/25 (3 term)	7.5%	13.0%	Below
2023/24 (3 term)	8.4%	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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