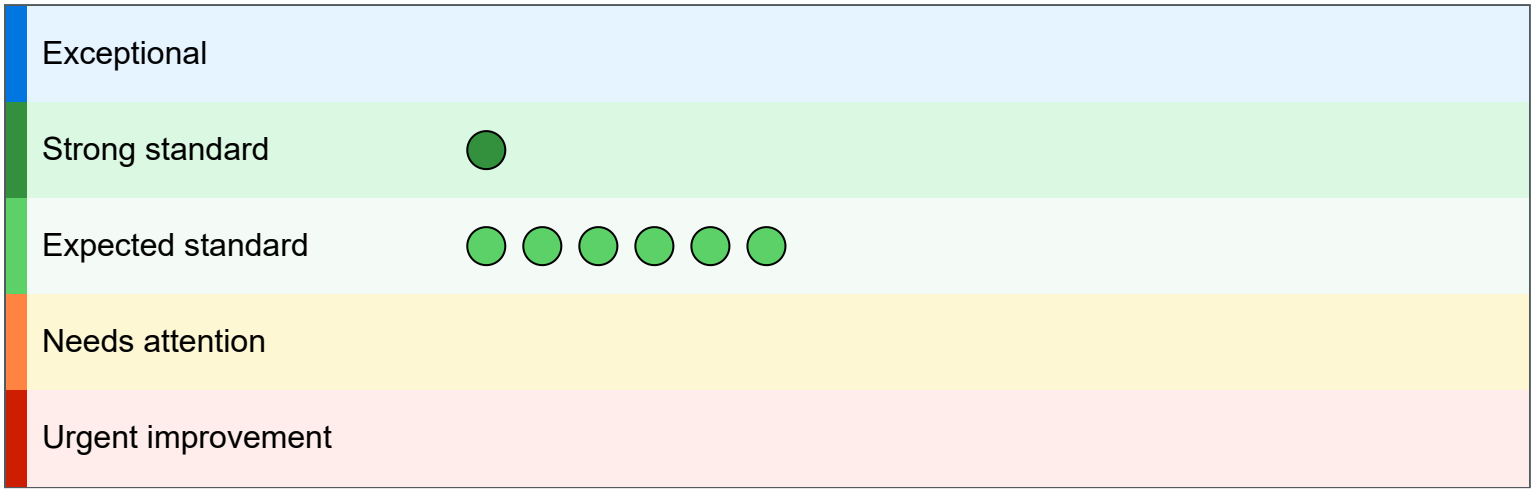
All Saints CofE Primary School, Bednall

Address: School Lane, Bednall, Stafford, Staffordshire, ST17 0SD

Unique reference number (URN): 147449

Inspection report: 13 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

Inclusion

Strong standard

Making sure every child feels included and able to thrive is at the heart of the school's work. Leaders and staff know children and their families impressively well and provide the right support at the right time. As a result, children who face additional challenges are helped to feel confident, successful and fully involved in school life.

Pupils with special educational needs and/or disabilities receive highly personalised support that is carefully matched to their needs. Staff adapt learning thoughtfully and provide extra help where needed, while ensuring pupils continue to learn alongside their friends. Differences are understood and celebrated, which means every child is encouraged to achieve their full potential.

Leaders use pupil premium funding effectively to support disadvantaged pupils. Tailored support helps develop communication, wellbeing and learning. Pupils are improving their attendance, growing in confidence, making gains in reading and becoming increasingly successful learners. Support with confidence and emotional health helps pupils feel safe, valued and ready to learn.

Pupils who are known to social care, and those facing other challenges, receive high-quality care and support. Trusted partnerships with families help children feel a genuine sense of belonging and take a full part in school life. As a result, pupils engage well in learning, develop confidence and make positive progress from their starting points.

Expected standard

Achievement

Expected standard

Leaders maintain high expectations for pupils, whatever their starting point or individual needs. Despite very small year groups, high levels of special educational needs, increasing disadvantage and many pupils joining the school at different times, leaders remain ambitious for what all pupils can achieve.

Typically, pupils are developing secure skills in reading, writing, mathematics and across the wider curriculum. Pupils with special educational needs and/or disabilities and other vulnerabilities are fully included and make positive progress towards ambitious goals. This inclusive approach helps pupils build confidence and experience success.

Although national test results can be affected by the small number of pupils in each year group, pupils generally achieve well from their starting points. By the time pupils leave the school, most pupils are typically well prepared for the next stage of education.

Attendance and behaviour

Expected standard

Leaders prioritise improving pupils' attendance. They check attendance carefully, spot concerns early and work closely with families to overcome difficulties. Leaders understand that some pupils face additional challenges, including medical and special educational needs, and provide thoughtful support to help them attend well.

This work is making a difference. Attendance is improving and many pupils who previously missed significant amounts of school now attend more regularly. As a result, more pupils are in school, taking part in learning, building friendships and making the most of the opportunities available.

Leaders have created a caring and inclusive school where pupils feel safe, valued and ready to learn. Pupils behave well, treat others with kindness and show positive attitudes to their learning. Staff deal quickly and effectively with any concerns about bullying or unkind behaviour. This is helping pupils understand the impact of their actions and make better choices.

Positive relationships and clear expectations create a calm and welcoming environment. When pupils need extra support with behaviour, attendance or emotional wellbeing, staff work closely with families and adapt support to meet individual needs. As a result, pupils feel that they belong and take part successfully in school life.

Curriculum and teaching

Expected standard

Leaders have created an ambitious and inclusive curriculum that helps pupils make progress from their starting points. They know the school’s strengths and understand where improvements are still needed. They regularly review what is working well and take action to make learning even better.

The curriculum helps pupils build knowledge and skills over time. Teachers help pupils remember important learning by revisiting it regularly and linking new learning to what pupils already know. As a result, most pupils talk confidently about their learning and enjoy finding out about a wide range of subjects.

Leaders have improved reading, writing and mathematics. Reading is a clear priority, with pupils receiving the support they need to become confident readers. In mathematics, regular practice is helping most pupils to build their number skills and confidence.

Typically, teachers explain new learning clearly, provide helpful examples and adapt lessons to support different needs. However, this is not yet fully consistent. Occasionally, errors in pupils' letter and number formation are not identified and addressed quickly enough. In addition, pupils do not have sufficient opportunities to apply their writing skills across the curriculum.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who join the school at different times are fully included. As a result, pupils generally achieve well from their starting points and are typically well prepared for the next stage of education.

Early years

Expected standard

Leaders are committed to giving every child the best possible start. They know the strengths of the provision well and continue to make improvements where needed. The curriculum is carefully planned so that children build knowledge, skills and confidence over time.

Children learn in a happy, caring environment where they feel safe, valued and ready to learn. Positive relationships with staff help children develop confidence, independence and a real sense of belonging. Children learn how to manage their feelings, follow routines and learn and play positively with others.

Speaking, listening and developing vocabulary are priorities from the moment children join the school. Adults use stories, conversations and practical activities to help children express their ideas and deepen their understanding. Reading is promoted well, helping children develop secure foundations for future learning. Children also develop early mathematical understanding through hands-on experiences that make learning meaningful and enjoyable.

Staff know children and their families well and provide effective support for those with additional needs. Close partnerships with parents help children settle quickly and thrive. As a result, children make positive progress from their starting points and are generally well prepared for Year 1.

Leadership and governance

Expected standard

Leaders, governors and the trust have a shared understanding of the school's priorities. They know the school community very well and make decisions that put children’s wellbeing and learning first. Leaders accurately identify the school's strengths and areas for improvement and take effective action to address these.

Leaders work closely with families and other services to help children overcome challenges that may affect their learning or wellbeing. As a result, attendance is improving, pupils are engaging positively with school and many vulnerable pupils are making good progress from their starting points.

Governors know the school well through regular visits and their work with leaders. They provide support and challenge, holding leaders to account for the quality of education and the improvement being made.

Staff speak highly of leaders and feel valued, listened to and supported. Leaders invest in training and development, helping staff strengthen their skills to provide the best possible experiences for pupils.

Parents are positive about the school. They particularly value the positive relationships staff build with their children, the communication they receive and the support available when difficulties arise. Leaders have created a welcoming community where children are known as individuals, encouraged to do their best and are increasingly well prepared for their next steps.

Personal development and wellbeing **Expected standard**

Leaders provide a broad programme of personal development that prepares pupils for their next stage of education and life beyond school.

Pupils flourish in a warm, welcoming and inclusive environment where they feel safe, valued and respected. They speak positively about their school and know adults care about them and will help if they have a worry. As a result, pupils develop confidence, resilience and a strong sense of belonging.

Through a carefully planned programme, pupils learn to understand themselves, build positive relationships and make good choices. They treat others with kindness and respect and develop a strong understanding of right and wrong. Pupils also learn how to keep themselves safe, including online. Older pupils talk confidently about online risks and understand the importance of protecting personal information and making sensible decisions.

A wide range of visits, residential experiences and leadership opportunities helps pupils discover new interests and broaden their understanding of the world. Pupils speak enthusiastically about residential visits to Whitemoor Lakes and events such as Victorian Day, which bring learning to life and create lasting memories. These experiences build confidence, resilience and teamwork. Leadership roles, including school council and sports captains, help pupils develop responsibility and make a positive contribution to school life.

Staff work hard to ensure every child can take part in these opportunities. Thoughtful support helps pupils with additional needs and those facing challenges outside school participate fully and succeed alongside their peers. Pupils demonstrate kindness, fairness and respect in their daily interactions. Leaders' focus on wellbeing helps pupils feel happy, secure and ready to learn, making a significant contribution to their personal growth and development.

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

The school's vision of helping pupils to 'Love, Live and Learn' helps shape a caring community where pupils feel safe, valued and supported.

Pupils enjoy their learning. They talk enthusiastically about subjects such as history, geography, art and science and can remember and explain what they have learned. Leaders have strengthened reading, writing and mathematics and are helping children build the knowledge, skills and confidence they need for the future. Most pupils make positive progress from their individual starting points. This means they are well prepared for their next steps.

From the moment they join the school, children are helped to develop confidence, independence and positive attitudes to learning. In the early years, warm relationships, exciting activities and carefully planned support help children settle quickly and enjoy learning.

Pupils love coming to school. Behaviour is positive, and staff deal quickly with any concerns about bullying or unkindness. Attendance is improving, which means that most pupils attend well. As a result, they feel safe, enjoy learning and develop the confidence, resilience and skills needed to flourish.

Positive relationships between pupils and staff help children feel confident and supported. Children with special educational needs and/or disabilities and those facing other challenges are fully included. They receive the help they need to take part in all aspects of school life. Beyond the classroom, children enjoy a wide range of experiences, including trips, residential visits, leadership roles, music, sport and community events. These opportunities broaden horizons, spark new interests and create lasting memories.

Next steps

- Leaders should ensure that pupils consistently apply their writing skills across all subjects, so that the standards seen in English are reflected in their work throughout the curriculum.
- Leaders should ensure that staff consistently identify and correct errors in letter and number formation so that all pupils develop secure foundational skills.

About this inspection

This school is part of the Staffordshire University 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 (CEO), James Capper, and overseen by a board of trustees, chaired by Mary Walker.

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.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, senior teacher and the early years leader. They also spoke with representatives of the trust, including the CEO, chair of the trust board and the trust's director of learning. Inspectors also met with members of the Local Academy Committee, including the chair and vice-chair, and a representative from the diocese.

The inspectors confirmed the following information about the school:

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 in October 2026.

The school currently uses no alternative provision.

Headteacher: Zoe Scott

Lead inspector:
Su Plant, His Majesty's Inspector

Team inspector:
Rachel King, Ofsted 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 13 October 2026

School and pupil context

Total pupils

42
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

80
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)

30.56%
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

19.05%
Well above 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

35.71%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support 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)

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)	33%	62%	Below
2023/24 (final)	50%	61%	Below

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)	67%	75%	Below
2023/24 (final)	83%	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)	67%	72%	Close to average
2023/24 (final)	67%	72%	Close to average

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)	44%	74%	Below
2023/24 (final)	58%	73%	Below

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

Year	This school	National average	Compared with national average
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
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

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	9.2%	5.1%	Above
2024/25 (3 term)	6.3%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above

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)	29.0%	14.4%	Above
2024/25 (3 term)	25.0%	13.0%	Above
2023/24 (3 term)	15.6%	14.6%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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