

All Saints Church of England Aided Infant School

Address: Brownlow Road, Reading, Berkshire, RG1 6NP

Unique reference number (URN): 109945

Inspection report: 12 May 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 ●

Achievement

Strong standard ●

Pupils achieve highly at this school. From the early years, staff deliberately teach children the essential knowledge and skills they need in reading, writing, mathematics and communication so they can access the full curriculum. Staff identify and address gaps in learning effectively, which helps pupils make progress from their different starting points.

Published outcomes show that achievement is above average. Most pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, meet the expected standard in the phonics screening check in Year 1. By the end of Year 2, all pupils are very well prepared to access the key stage 2 curriculum.

Pupils produce work of a high quality across a wide range of subjects. They apply their knowledge confidently and remember previous learning well. Pupils use accurate subject vocabulary, for example when explaining important events in history. As a result, pupils are well prepared for their next steps in education.

Attendance and behaviour

Strong standard ●

Attendance for all pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged, are high. This is because leaders prioritise attendance. Leaders are rigorous in the ways they promote the importance of attendance. They work tenaciously to ensure pupils attend regularly and punctually. If pupils struggle to attend school regularly, leaders work closely with families to understand the barriers they face before putting in place successful support. This improves attendance quickly. The school's high rate of attendance ensures that pupils have every opportunity to learn and achieve well.

Pupils' behaviour is impeccable. Staff establish clear and consistent routines from the very start of the early years, which helps children feel secure and ready to learn. In lessons, pupils demonstrate high levels of concentration. They listen attentively and engage enthusiastically in their learning. Children work cooperatively with their peers and treat each other kindly. Pupils follow routines confidently and demonstrate the school's values through their respectful and empathetic interactions with others. They take responsibility for supporting one another to make positive choices. Bullying or unkind behaviour is rare. Staff address any concerns swiftly and effectively so that pupils feel safe, supported and valued.

Curriculum and teaching

Strong standard ●

Leaders provide an ambitious curriculum based on their vision of 'learning with love and laughter.' Teachers bring this curriculum to life through imaginative activities that encourage exploration and curiosity. Pupils enjoy their learning. They engage confidently with challenges set and quickly grow in confidence.

Leaders provide clear and purposeful strategic oversight of the curriculum and teaching. They understand precisely what pupils need to learn and ensure that staff implement the curriculum consistently across the school. Leaders have designed a well sequenced and

inclusive curriculum that builds knowledge and skills progressively. This begins in the early years where children swiftly establish skills that enable their future learning.

Staff demonstrate secure subject knowledge, strengthened through highly effective professional development. Leaders ensure that phonics teaching is precise and consistent. Pupils read books that closely match the sounds they know, which supports confident and fluent reading. In mathematics, teaching prioritises building pupils' confidence in numeracy. Teachers help pupils revisit prior learning, deepen understanding and explain their thinking using appropriate resources.

Staff identify and address gaps in learning promptly, including for pupils with special educational needs and/or disabilities and those who speak English as an additional language. Where pupils make errors or develop misunderstandings, targeted teaching helps to close gaps in knowledge quickly. This ensures that all pupils access the same ambitious curriculum and make secure progress over time.

Early years

Strong standard 

Children flourish in Reception because leaders provide a well organised, nurturing and ambitious start to school life. Clear routines are established from the outset. These help children feel confident and independent. Children arrive calmly, settle quickly and feel safe, happy and ready to learn.

Staff build warm, trusting relationships with children. They support children to play kindly together, share resources and talk openly about their feelings. The school's values shape daily life and are reflected in children's behaviour and interactions. Adults model expectations clearly and consistently.

Leaders have designed a carefully sequenced curriculum that prioritises communication, language and reading. High-quality interactions sit at the heart of the provision. Staff use precise questioning, clear modelling and well-timed support to extend children's language, thinking and understanding throughout the day. Reading is a clear priority from the start. Children learn phonics quickly and use this knowledge to begin reading and writing. Children, including those with special educational needs and/or disabilities and disadvantaged pupils, achieve highly from their starting points. Children also develop their early mathematical understanding. They show confidence with number, work fluently with counting and quantities, and form numbers accurately.

The learning environment is well organised and stimulating. It helps children stay curious and focused throughout their learning. Well-planned transition arrangements support children to move confidently into Year 1.

Inclusion

Strong standard 

Leaders ensure that inclusive practice is firmly rooted in high-quality teaching for all pupils. In this small infant school, leaders' inclusive practice goes well beyond the small number of pupils who are formally identified. Their whole-school approach ensures that many pupils benefit early from well-judged adjustments that remove barriers to learning and wellbeing. This means that needs are identified at the right time and in the right way.

Leaders gather and review information about pupils' needs through regular professional dialogue and classroom observation. This systematic approach enables staff to precisely identify what specific support is required. Consequently, pupils receive timely and appropriate help so they can access the full curriculum alongside their peers.

Leaders ensure that staff have a secure and detailed understanding of pupils' learning and wellbeing needs. This includes pupils known, or previously known, to social care. Teachers use this knowledge to adapt teaching sensitively and effectively. This includes pupils with special educational needs and/or disabilities and those learning English as an additional language. Provision is carefully planned, monitored and reviewed.

Leaders work closely with parents and carers and know families well. They use additional funding effectively to strengthen teaching and widen experiences of pupils who are disadvantaged. This thoughtful and inclusive culture ensures that every pupil is supported to thrive.

Leadership and governance

Strong standard 

Leaders and governors share a clear strategic vision for the school and work together. They effectively ensure that pupils achieve well and develop as caring, well-rounded individuals. Leaders focus sharply on the right priorities, and their actions make a positive difference to pupils' learning. Leaders understand the school's strengths and areas for development accurately. They evaluate provision carefully and use this insight to plan improvements and secure consistent practice across the school.

Leaders align staff training closely to school priorities and focus clearly on improving classroom practice. They introduce new approaches thoughtfully and adapt them well to the school's context. High-quality training has increased staff confidence and strengthened teaching, particularly in mathematics. Leaders check the impact of training regularly and refine approaches where needed to ensure continued improvement.

Governors bring a wide range of experience and skills to their role. They know the school well and take pride in supporting its work. Governors meet their statutory responsibilities and provide appropriate challenge and support. They ask informed questions and ensure that leaders remain focused on improving outcomes for all pupils.

Staff speak highly positively about leadership and describe feeling valued and respected. Leaders manage workload carefully and explain changes clearly. They listen to staff views and respond constructively, creating a culture of trust and shared responsibility.

The wider school community is positive about the school. Parents and carers recognise the care and support their children receive. Leaders promote an inclusive culture that supports pupils' learning and personal development and prepares them well for the next stage of their education.

Personal development and wellbeing

Strong standard 

Pupils are proud of their school. They play an active role in creating a welcoming and happy environment. Pupils express their views confidently and use them to actively contribute to

the life of the school. They understand and explain the school's values with maturity and confidence. Pupils reflect thoughtfully on forgiveness and describe how it helps them resolve difficulties, learn from mistakes and move forward positively. They also show a secure understanding of equality and speak about everyone being valued and welcome in their school. Pupils apply these values consistently in lessons and around the school. This helps them develop as thoughtful and respectful citizens.

A well-planned and carefully sequenced personal, social, health and relationships education curriculum helps pupils build secure and detailed knowledge over time. Pupils understand how to stay healthy and safe, including online. They talk confidently about friendships and explain how to manage and regulate their emotions. For example, pupils use breathing techniques when they feel worried or upset. Excellent pastoral support underpins this work. Staff know pupils well, offer consistent care and provide additional help quickly when needed.

Leaders place personal development at the heart of school life. They have designed an inclusive programme that reflects the school's context and ensures that all pupils benefit from a wide range of enriching experiences. The school's pledge plays a central role in this work. It guarantees that every pupil develops key life skills, talents and interests. Pupils take part in practical experiences, such as visiting local parks and learning everyday skills like tying a shoelace. They also have opportunities to discover and develop interests, including learning to play the recorder. These carefully chosen experiences support their personal growth. Pledge ceremonies bring the school community together to celebrate pupils' achievements. Pupils confidently share what they have learned and achieved through meaningful opportunities. Parents and carers join in these celebrations, reinforcing a strong sense of collective pride and shared success.

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

Pupils thrive as part of this caring and inclusive school community. Pupils arrive each morning to a warm welcome from staff, which helps them settle quickly and start the day calm and confident. Consistent routines help pupils feel safe and ready to learn. Pupils feel proud to belong to the All Saints 'family'.

Pupils experience school life through the vision of 'learning with love and laughter'. They meet clear expectations for behaviour and treat one another with respect because staff demonstrate kindness and positive attitudes. Staff know pupils well and build trusting relationships, so pupils feel listened to and supported. They concentrate well in lessons and show pride in their work. At breaktimes and lunchtimes, pupils play happily with friends and enjoy time together. Bullying or discrimination is very rare, and staff respond quickly and effectively to any concerns. Pupils attend regularly because they feel happy, settled and keen to come to school.

Pupils achieve highly because the curriculum is broad, engaging and sets high expectations. Pupils benefit from a considerable focus on early reading, which helps them become confident readers. They develop secure skills in writing and mathematics through clear, well-planned teaching. Pupils receive timely help when they need it, which enables them to

overcome difficulties and succeed. They leave well prepared for the next stage of their education.

The school pledge helps pupils understand the world around them. Purposeful experiences, such as visiting local shops and travelling on the bus, help pupils build confidence and important life skills. Pupils also take on responsibilities, including serving on the school parliament. These roles help pupils develop leadership skills and act as positive role models within their community.

Parents and carers value the nurturing ethos the school builds from the start. They recognise the care, guidance and sense of belonging that help pupils and families grow together.

Next steps

- Leaders and those responsible for governance should develop exceptionally high standards across the curriculum so that there is a transformational impact on pupils' outcomes, particularly for disadvantaged pupils.
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About this inspection

The chair of the board of governors in this school is Mr Steve Daniels.

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.

Inspectors spoke with governors, including the vice chair of governors, the headteacher and staff during the inspection. Inspectors also spoke to a representative of the diocese and the local authority, and spoke with pupils, parents and carers.

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 Oxford. The last section 48 inspection was carried out in March 2025.

The school currently uses no alternative provision.

Headteacher: Susannah Daniel

Lead inspector:

Lorraine Greco, His Majesty's Inspector

Team inspector:

Alison Robb-Webb, Ofsted 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 12 May 2026

School and pupil context

Total pupils

60

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: 272

School capacity

60

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)

8.33%

Well below 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

0.00%

Well 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

5.00%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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).

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 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	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
2024/25 (3 term)	4.8%	13.0%	Below
2023/24 (3 term)	7.3%	14.6%	Below
2022/23 (3 term)	5.0%	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.

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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