

# Inspection of a school judged good for overall effectiveness before September 2024: All Saints Benhilton CofE Primary School

All Saints Road, Sutton, Surrey SM1 3DA

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Inspection dates:

11 and 12 February 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils blossom at this school, where high expectations, resilience and respect guide everything they do. They feel safe and know they can talk to a trusted adult, who will listen and act on their concerns. Guided by the values the school teaches, pupils powerfully learn that knowledge, faith and love work together to create a meaningful life.

The school has the highest expectations for pupils' achievement, including those with special educational needs and/or disabilities (SEND). Pupils engage with a rich, broad curriculum that builds both academic knowledge and character. Right from the very start, pupils are immersed in an environment rich in number and vocabulary. This ensures they develop a solid foundation in reading, writing and mathematics. Pupils learn confidently through the curriculum and tackle more complex subjects as they grow. They gain a great deal of knowledge and secure a deep understanding.

Pupils behave with kindness, respect and responsibility. In lessons, and during lunchtimes and breaktimes, pupils' behaviour is exemplary. They take on leadership roles such as digital leaders and peer mediators, gaining confidence and learning to mentor others. They play an active role in educating their parents and carers in online safety.

Parents speak highly of the school, praising its commitment to their children's academic and personal growth.

## **What does the school do well and what does it need to do better?**

The school provides a curriculum that is ambitious, broad and ensures all pupils are supported to achieve well. From early years through to Year 6, pupils receive targeted support to ensure everyone learns to read fluently. The school has a strong focus on ensuring that pupils catch up with their reading if they fall behind. The phonics programme is taught effectively. Staff are highly skilled in identifying any early signs of difficulty in reading. As a result, pupils not only achieve at age-appropriate levels but also develop the resilience and confidence to tackle more complex learning as they progress.

The school's commitment to inclusivity is reflected in its exceptional support for pupils with SEND. Leaders ensure that every pupil has the provision they need to access the full curriculum. This highly tailored support, including the use of visual aids, scaffolds and other adaptations, enables pupils with SEND to participate in all areas of school life.

Teaching across the school is consistently of a high standard. Mathematics teaching is characterised by practice such as frequent opportunities to practise and targeted questioning to support pupils in consolidating their knowledge. Children in early years benefit from carefully planned activities to support play to explore numbers and counting through all areas of learning. Teachers have an in-depth knowledge of the subjects they teach and use a variety of strategies to ensure pupils develop deep knowledge and understanding. As a result, pupils achieve exceptionally well. Year 6 pupils, for instance, successfully link their understanding of the timing of Roald Amundsen's South Pole expedition with scientific concepts such as the tilt of the Earth. Similarly, in music, pupils in Year 2 demonstrate impressive skill as they perform in unison, accurately recalling and using musical terms in context. Teachers check pupils' understanding closely, providing immediate feedback and timely interventions where necessary. This ensures that misconceptions are swiftly addressed and learning is maximised for every pupil.

Pupils are highly motivated, respectful and show consistently positive attitudes to their learning. They contribute confidently to discussions. They collaborate well with peers and follow classroom routines. This creates a positive, focused environment. Pupils' attendance is strong and well-managed. The school works closely with parents, promoting a strong collaborative culture of learning.

Pupils are well-prepared for the next stage of their education and for life beyond school. The school places a strong emphasis on personal development, offering pupils opportunities to engage in a wide variety of extra-curricular activities. The school's commitment to promoting fundamental British values, such as democracy and mutual respect, ensures that pupils develop a strong moral compass and an understanding of their role in society. Pupil-led initiatives, such as supporting local homelessness projects, demonstrate their commitment to making positive contributions beyond the school walls.

The school has worked tirelessly to improve the quality of education and the overall provision for pupils. Leaders have established a clear vision that is shared by all staff, ensuring that pupils' needs are met consistently and effectively. They are proactive in supporting teachers with professional development, ensuring that staff are motivated and

well equipped to take on extra responsibilities. Staff are positive about how the school considers their workload and well-being.

Governors play an active role in supporting the school. They have a solid understanding of their roles and responsibilities. They provide helpful strategic oversight and hold leaders to account effectively while supporting the school's vision and priorities.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102990
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10345859
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Jones
<b>Headteacher</b>	Karen Stanley-Bristowe
<b>Website</b>	<a href="http://www.allsaintsbenhilton.org.uk">www.allsaintsbenhilton.org.uk</a>
<b>Date of previous inspection</b>	16 July 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Church of England religious character. The school had its last section 48 inspection in July 2022.
- The school runs its own breakfast and after-school club.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other senior leaders, including those with responsibility for behaviour, SEND and pupils' personal development.

- The inspector met with members of the governing body and representatives from the local authority and diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's online surveys completed by parents and staff.

### **Inspection team**

Alison Colenso, lead inspector

Ofsted Inspector

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