

All Saints CofE Primary School and Nursery, Nuneaton

Inspection report

Unique Reference Number	125653
Local Authority	Warwickshire
Inspection number	359916
Inspection dates	20–21 June 2011
Reporting inspector	George Derby

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Lyn Johnson
Headteacher	Sally Kaminski-Gaze
Date of previous school inspection	23 April 2007
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Age group	3–11
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Introduction

This pilot inspection was carried out by three additional inspectors. Fifteen lessons were observed, representing just over eight hours of teaching by nine staff. Many of these were undertaken jointly with the senior staff. Meetings were held with groups of pupils, representatives of the governing body, senior staff and individual teachers. Inspectors observed the school's work, examined a range of documentation and looked at questionnaires completed by 26 parents and carers, 82 pupils and 11 staff.

Information about the school

All Saints CofE is smaller than an average primary school. It was removed from special measures in 2009.

The proportion of pupils who join or leave during the school year is high and has increased significantly over the past two years. Over 30 additional pupils joined the school during this year. In some year groups, around half the pupils were not present in the school at an earlier key stage. This affects all year groups, including those in Nursery and Reception.

The percentage of pupils known to be eligible for free school meals is high at 55% and the proportion of pupils identified as having a disability or special educational needs is above average; it is high in some year groups. There has been an increase recently in the number of pupils from the Traveller community and these now form around 7% of the population. There are very few pupils from minority ethnic groups and most pupils are of White British heritage.

The government's target for schools to achieve in English and mathematics was met three years ago, but was not met in the last two years. The school has faced some significant staffing issues over the past two years, and has a large budget deficit.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement	3
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

This is a school good which has clearly turned a corner. In extremely difficult circumstances, the headteacher and senior leaders have been a tenacious driving force in improving the quality of teaching and learning. In addition, high quality support for individuals, through programmes such as 'Every Child a Reader' for Year 1 pupils, have produced excellent results.

The headteacher and staff have built a harmonious learning community, where pupils are very safe and secure, love learning and behave well; one pupil stated 'I have been to seven schools and this is the best'. The school has gained the confidence of its parents. Attendance is still below average but is rapidly improving; the headteacher works extremely hard to help families to understand the importance of coming to school, but there is still more to do.

Teaching is now good and particularly so in Year 6. It is also strong in the Early Years Foundation Stage, Key Stage 1 and in individual work with pupils in reading. Progress across the school is good in most lessons. The work done in the past two years, coupled with the effective use of assessment, means that teachers now plan precisely for pupils' needs and abilities, especially those with disabilities, special educational needs and Traveller pupils.

Achievement is satisfactory but improving rapidly because of better teaching and learning. Attainment varies from year to year because of varying starting points, but is currently in line with expected levels by Year 6.

Progress is good in the Early Years Foundation Stage and Key Stage 1.

It is satisfactory in Key Stage 2; although it is good in reading and writing, a few of

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the more able pupils are not always stretched enough and there is some unevenness of progress in mathematics. In addition, there has not always been rigorous pastoral and academic support for some of the pupils who join the school partway through the year. While work is already underway to improve this, some pupils have also found it difficult to settle into a new class at the start of the new school year and this has slowed their progress.

What does the school need to do to improve further?

- Improve the progress of pupils in Key Stage 2 so it is consistently good over time by
 - ensuring teaching is consistently effective through taking every opportunity to stretch higher attaining pupils further, and by the vigilance of staff in ensuring all pupils are fully attentive
 - focusing on mathematics as rigorously as reading and writing
 - supporting effectively the pastoral and academic needs of pupils who join the school partway through the school year
 - better supporting the transition of pupils to new classes at the start of each school year, so there is no slowing of their progress in the first term.

- Continue to work with parents and carers to ensure that all families understand the importance of good attendance and punctuality and that at least average attendance figures are achieved.

Main report

Since the school was removed from special measures there has been a concerted effort by senior staff and the governing body to continue to improve the education pupils receive and especially the quality of teaching. The success of their tenacity has clearly paid dividends.

Members of the governing body are highly supportive but also have considerable drive in the pursuit of excellence. They challenge the school regularly and clearly hold senior leaders to account, especially when any pupils are not appearing to make better than expected progress or if any groups are starting to fall behind others. As a result of the school's thorough assessment and tracking systems, such pupils are identified quickly. Currently, there are no significant differences in the progress of any groups, although the school has placed a focus on its more able pupils in Key Stage 2 to reach even higher levels of attainment. The school is rigorous in ensuring that all groups do as well as they can.

Staff morale is high. Leaders' drive and ambition have resulted in staff's enthusiasm to 'get things right'. Teachers and assistants are upbeat about the journey they have undertaken and the improved way they meet the needs of different pupils. Pupils' learning is now at the heart of everything they do. They are confident to respond to pupils' needs and change their planning in the light of their constant checking of how

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well pupils are learning.

Things have not always gone smoothly. The considerable financial deficit, coupled with some weak teaching in places in the recent past has meant that that some barriers were difficult to overcome at first. However, all staffing issues have now been resolved and the deficit has been extremely well managed, although there was a negative impact following a reduction in staffing. The legacy of previous weak teaching still remains in the well below average attainment of some groups in Key Stage 2 but much is being done to raise this. In fact, the current Year 6 pupils' attainment has risen to the levels expected for their age in reading, writing and mathematics; this represents good progress from their starting points.

The school's evaluation of its performance is thorough and accurate. Senior staff know very clearly what is required to ensure that teaching and curriculum are effective in supporting pupils' learning. Much work has been done to improve pupils' self-esteem, self-confidence and belief in themselves through daily routines and personal, social and health education activities. As a result, pupils are confident to try new things and know to ask for help if they need it.

Improvement since the last inspection has been good. Much has been done to accelerate pupils' progress in writing and this is now good throughout the school. The strong focus on speaking, listening, reading and vocabulary development, coupled with a curriculum that enriches pupils' experiences, helps them to now produce much more interesting ideas in their writing. In Key Stage 2, there has been less focus on mathematics in some classes. Although satisfactory overall, progress in some groups lags behind that of reading and writing. As a result of improvements made and the senior staff's clear view of what needs to be tackled in the future, the school's capacity to improve is good.

The quality of teaching and learning is good. The training, coaching and peer observations provided by the school and local authority, coupled with rigorous monitoring of teaching, have supported well the improvement in teachers' skills. Very precisely planned lessons, with different learning outcomes for pupils at different levels, supports pupils' good progress. Questioning is thorough and probing. Work is provided for higher attaining pupils, but occasionally in Key Stage 2 some staff miss opportunities to stretch such pupils even further. Nevertheless, a great deal is expected from pupils and they rise to this by trying hard with their work. Pupils are very clear that the success of their learning is because 'teachers always tell us exactly what we are to do and learn'. The pace of learning is usually rapid but adjusted accordingly for those who find learning difficult. The wide range of activities ensures that most pupils work highly productively, especially when they use a wide variety of resources, including the outside environment. Occasionally, though, some staff are not vigilant enough in ensuring that all pupils are watching, listening and working as hard as they should.

The school has focused strongly on ensuring that pupils have a firm foundation in their learning in the Nursery and Reception classes which is built upon strongly in

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Key Stage 1. Pupils make a good start in the Early Years Foundation Stage classes and thorough assessment of their needs is central to the planning of programmes which successfully aid their development. Much effort has been put into supporting the areas where they have most weakness, such as with their language, which has ensured they make good progress in their development. Through regular family support work, provided to aid early learning skills, children learn well and the additional help some get with their speaking skills results in those children making exceptional gains in their development.

The additional support pupils get is a strength. A wide range is provided for individuals who have particular needs; for their learning, speech and language, reading or who those who are on the cusp of reaching a higher National Curriculum level. Staff are well trained and it is the precision by which they assess and plan that is the key to pupils' success. The pupils supported often make good or outstanding progress over time. They regularly learn in very small and precise steps but staff also know when to plan for them take greater leaps in their learning. The Reading Recovery (Every Child a Reader) in Year 1 is excellent. Pupils who attend every day make exceptional progress. The high degree of precision by which pupils are taught, result in them using their knowledge of sounds and letters extremely thoroughly to tackle new words and write new sentences. Although these pupils are working at a lower attainment level than their Year 1 peers, whose reading is at an expected level for their age, the gap between them is narrowing rapidly.

Support in lessons, especially those for pupils with disabilities and special educational needs, is good, enabling them to make good progress in lessons. This is because their learning is precisely planned and individual targets are clear, monitored regularly and known well by staff and pupils. Similarly, pupils from Traveller backgrounds also make good progress, especially in their attitudes to learning and school, through regular external support and through detailed assessment and planning for their needs in lessons.

Nothing phases the headteacher and senior staff, despite the considerable challenges this school faces on a daily basis. Safeguarding procedures are exceptionally rigorous and result in pupils feeling safe and secure. The high levels of resilience built up in staff are now being fostered in pupils because senior leaders know that a lack of this is a major barrier to many pupils' learning.

Similarly, the approach to managing pupils through 'good to be green' has meant that pupils are very clear about the school's expectations about how they should behave. The school is a harmonious community and pupils contribute well to it in different ways, such as through the school council. Less than 1% of all parents and pupils in their questionnaires expressed concern about pupils' behaviour or bullying, although the percentage of parent concerns is higher when compared with the small number of parent questionnaires returned overall.

Pupils' behaviour is good. They are keen to get their rewards and achieve weekly 'golden time'. Pupils are polite and show great respect for each other and staff. They

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are generally positive about each other's behaviour. They say there is virtually no bullying and, if there are any problems, 'the staff sort things out quickly'. They are supportive of others and show great compassion, sensitivity and understanding of other's needs. This is shown in examples of their art work, and for instance, in their respect for the life of the Travelling community. The school's promotion of its key values of faith, hope, trust, peace, love and honesty underpins pupils' acceptance of others and ensures their positive views; there is no discrimination. However, pupils are less knowledgeable about the cultural diversity in their school and local community.

From school records and assessments, sometimes new pupils settling into a class can be a challenge for staff and can affect the way the class responds. This is especially the case in some classes at the beginning of a new school year. Assessment of the academic needs of those pupils who join the school part way through the year is undertaken, although this is not always extensive given that some arrive with little information from their previous school. In addition, some pupils also have social and emotional needs which are not fully assessed or addressed by the current way that pupils are admitted directly into classes.

While the school clearly has the confidence of its parents, there are still some families who do not send their children to school regularly enough or arrive late. This has been a considerable challenge for the school but with the wide range of ways it has to encourage parents and pupils, attendance is getting close to average. However, there are still a few pupils where attendance is stubbornly low.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE Primary School and Nursery, Nuneaton to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	17	65	9	35	0	0	0	0
Q2 My child feels safe at school	16	62	8	31	2	8	0	0
Q3 The school helps my child to achieve as well as they can	17	65	7	27	2	8	0	0
Q4 The school meets my child’s particular needs	16	62	6	23	3	12	0	0
Q5 The school ensures my child is well looked after	18	69	8	31	0	0	0	0
Q6 Teaching at this school is good	15	58	10	38	1	4	0	0
Q7 There is a good standard of behaviour at this school	15	58	6	23	5	19	0	0
Q8 Lessons are not disrupted by bad behaviour	14	54	7	27	4	15	0	0
Q9 The school deals with any cases of bullying well	15	58	6	23	4	15	0	0
Q10 The school helps me to support my child’s learning	18	69	5	19	3	12	0	0
Q11 The school responds to my concerns and keeps me well informed	15	58	9	35	0	0	1	4
Q12 The school is well led and managed	14	54	7	27	3	12	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

22 June 2011

Dear Pupils



Inspection of All Saints CofE Primary School and Nursery, Nuneaton, CV10 7AT

Thank you for talking with us during the inspection of your school. Your headteacher and the senior staff have done a great deal to make the school a better place for you to learn. We have judged that your school is now good.

We were impressed with the enthusiasm you have for school and your enjoyment of lessons and learning. You behave well and any difficulties you have are dealt with quickly by staff. We were pleased to see that you are now making good progress in most lessons. This is because nearly all the teaching you get is good and you like the variety of activities indoors and outdoors.

You also do well because the school is good at providing extra help for those of you who need it. As a result, many of you now make excellent progress in your reading, writing and communication skills.

Your headteacher has worked very hard to make your school a safe place for you to learn. She continues to work with your parents and carers so they help you with learning and make sure you come to school every day and on time. You can help by making sure you, too, take responsibility for this.

Sometimes, those of you who start school part way through the year find it hard to settle quickly. We want the school to help you more with this. The school keeps excellent records about your learning and progress. These show that some of you in Key Stage 2 have difficulty settling when you move class at the start of the new school year and this slows the progress you make. Again, we want the school to ensure you make the best possible progress throughout each term.

We also want you to make more progress in Key Stage 2 in mathematics so that it is as good as in English and for some of you to do even harder work in both subjects.

Good luck for the future.

Yours sincerely

George Derby
Lead inspector

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