

# All Saints CofE Primary School and Nursery, Nuneaton

Knebley Crescent, Nuneaton, CV10 7AT

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in mathematics, particularly girls. Too few of the more-able pupils reach the higher levels.
- The quality of teaching is not yet consistently good or better throughout the school.
- Teachers do not always give pupils work at the right level of difficulty. At times, some pupils, including the more-able, do not have sufficiently demanding work, nor the opportunity to use extra resources, to help them to work at their own pace.
- Although teachers mark pupils' work regularly and suggest improvements, they do not always give exact advice on what pupils need to do. Teachers do not give pupils enough time in lessons to do corrections or extra questions.
- Leaders have not taken sufficient action to share good teaching practice within the school or to improve the lower achievement in mathematics noted in the previous inspection.

### The school has the following strengths

- Better teaching is helping most pupils to make good progress in writing. Pupils enjoy reading and show good understanding of the books they are reading.
- Teachers and other adults make sure that pupils are safe and well cared for.
- Pupils behave well around the school and in lessons. Their attendance and punctuality are improving.
- Assemblies, visits and lessons contribute well to pupils' spiritual, moral, social and cultural development.
- Governors know what the school does well and what it needs to improve. Their regular visits to the school help them ask searching questions.

## Information about this inspection

- Inspectors observed 16 lessons, taught by nine teachers. Four of these lessons were observed jointly with senior leaders. Inspectors listened to pupils read, attended an assembly and visited the school's breakfast club.
- Meetings were held with the headteacher, other school leaders and staff and two members of the governing body. Inspectors considered the responses to the questionnaires completed by 25 members of staff. Inspectors spoke to a representative of the local authority.
- Inspectors met a group of pupils and talked to other pupils in lessons, in the playground and as pupils moved around the school. They saw pupils' written work during lessons and looked in greater depth at a selection of their books.
- Inspectors spoke to parents at the start of the school day and took account of the school's own questionnaires to parents. There were too few responses to the online questionnaire (Parent View) to provide a summary of parents' views.
- Inspectors looked closely at a number of documents, including the school's checks on how well it is doing and its plans for improvement. They checked the school's information about pupils' progress over time and looked at records about the quality of teaching. Minutes of the governing body and records of their visits to the school were also considered. Inspectors scrutinised how the school keeps its pupils safe and looked at records relating to behaviour and attendance.

## Inspection team

Elizabeth Cooper, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

## Full report

### Information about this school

- All Saints CofE Primary School and Nursery is similar in size to the average primary school. Children in the Early Years Foundation Stage are taught in the school's Nursery and in the Reception class.
- The proportion of pupils known to be eligible for support through the pupil premium (the additional government funding for looked after children and pupils known to be eligible for free school meals) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above the national average.
- Most pupils come from White British backgrounds, with around one quarter of pupils of minority ethnic heritage. The proportion of pupils who are at an early stage of learning English is low. A higher-than-average proportion of pupils join the school other than at the usual times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each morning and a weekly 'Stay and Play' session for children below the age of three and their parents.
- Since the last inspection, there have been a number of changes of teachers. Several of the school's leaders are newly appointed to their roles, including the acting deputy headteacher, the acting assistant headteacher and the permanent leader of the Early Years Foundation Stage.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it raises pupils' achievement further, particularly in mathematics, by making sure that:
  - the quality of teaching is consistently good throughout the school
  - teachers use information about different pupils well to plan and deliver lessons that are neither too difficult nor too easy, so that all pupils, including the more able, make rapid progress
  - pupils, including the more-able, are given more challenging work and additional resources to help them work independently, so that they can learn in sufficient depth
  - feedback in pupils' books helps pupils know exactly what they need to do to improve
  - pupils have more time to act on the advice given by teachers in their books, so that they can improve their work and complete extra tasks.
- Improve the effectiveness of the school's leadership by:
  - sharing the good practice that exists within the school more frequently to ensure that teaching improves so that it is consistently good or better
  - ensuring that concerted action is taken to improve pupils' achievement in mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress in all subjects as they move through the school. Pupils do not achieve as well in mathematics as in reading and writing, and girls make less progress than boys in several year groups. This is because the overall quality of teaching requires improvement.
- Children join the Nursery with skills that are below those typical for their age. They usually leave the Reception Year with good personal and social skills that prepare them well for Year 1, but their skills in reading, writing and mathematics are mostly below those expected.
- In 2013, attainment at Key Stage 1 was below average in writing, although most pupils made at least expected progress. At Key Stage 2, pupils attained broadly average standards in reading by the end of Year 6 and made good progress in writing. However, very few pupils did well in mathematics and, with the exception of a pupil who gained level 6, not enough of the more-able pupils made good progress.
- Pupils known to be eligible for the pupil premium did not do well at the end of Key Stage 2 in 2012. They were a year behind their classmates in writing and 18 months behind in mathematics. Last year, the school used the pupil premium to give extra support, as well as setting up groups to boost pupils' confidence and paying towards school trips. The gap between eligible pupils and others was halved in writing in 2013. They did as well as their classmates in reading and were ahead of them in mathematics. Gaps are narrowing between the two groups as they move through Key Stage 2, but have not yet closed at Key Stage 1.
- The school is gradually narrowing the gap between the progress made by disabled pupils or those who have special educational needs and their classmates. Because of the good support they receive, many of these pupils make the progress they should and a few do better than this.
- Pupils who join the school at times other than the usual starting points often arrive with lower attainment than typically expected. Pupils who started during Key Stage 1 make better progress in writing and mathematics than in reading. Extra support helps most pupils joining during Key Stage 2, including those eligible for the pupil premium, to catch up in all their subjects by the end of Year 6, and some make good progress.
- The quality of teaching letters and sounds (phonics) has improved recently, and this is helping pupils to make better progress in reading. The proportion of pupils who reached the expected standard in the national phonics check was broadly average in 2012 and improved in 2013.

### The quality of teaching

### requires improvement

- While mainly good teaching was seen during the inspection, pupils' work shows that teaching does not help enough pupils make good progress, especially in mathematics.
- Where teaching requires improvement, pupils are given work that is not always suitable for their needs. Not all teachers make the best use of questions so that pupils can explain what they already know. At times, all pupils complete exactly the same task, so the work is too demanding for some pupils and too simple for others, especially the most-able pupils. These pupils do not always have enough opportunity to tackle more demanding work, nor to use further resources to help them complete work on their own. As a result, the pace of their learning can slow.

- Teachers mark pupils' books every day, praising pupils for their efforts and explaining what pupils need to do to improve their work. At times, however, this advice does not help pupils work out exactly what they need to do next. Teachers put mistakes right and write further questions in pupils' books, but they do not always give pupils enough time to do corrections and any extra work.
- Other adults in the lesson often give good support to groups of pupils, particularly those who are disabled or who have special educational needs, or who are eligible for the pupil premium. In the Nursery and Reception classes, the teacher and other adults work together to help children use letters and sounds in a variety of activities. Assistants also use their time effectively to check how well different children are learning.
- Most pupils enjoy the activities in their lessons and for the most part are willing to try hard, even where they do not find the work as challenging. Pupils are not afraid to ask for help from their teacher or other adults.
- Where the teaching enables pupils to make good progress, teachers ensure that pupils are actively involved. In a lesson in Year 6, for example, pupils enjoyed choosing the correct part of speech from one of several labels around the room as soon as they heard a key word read out by the teacher. They rose to the challenge of explaining their choice, which helped the teacher check how much they understood.

### **The behaviour and safety of pupils** are good

- Pupils behave well around the school, showing respect for each other and for adults. Pupils settle quickly to tasks at the start of the lesson because teachers give them clear routines. They are keen to learn, although occasionally a few pupils find it hard to concentrate when the activities do not give them enough challenge. Pupils understand the school's system where coloured cards are awarded for behaviour and told inspectors, 'It's good to be green.'
- When they are not in lessons, pupils are equally well behaved, from the welcoming breakfast club where pupils enjoy games and healthy food, to the break times where pupils mix together and make the most of the large playground with its stage, gazebo and play equipment.
- Parents who responded to the school's questionnaires or spoke with inspectors are happy with the school. Parents appreciate being able to chat to staff about their children at the beginning or end of the school day or during the weekly 'Stay and Play' for young children. One parent praised the school for being small and personal, saying, 'Everyone knows everyone'.
- All pupils who spoke with inspectors agreed that All Saints is a safe school. One pupil, reflecting the views of others, said, 'There is always someone to help guide and support you.' Pupils understand how to keep themselves safe, including when they are using the internet. They are aware of all types of bullying and are confident that staff and the peer mentors in Year 5 will help sort out any concerns.
- Attendance is below the national average but has risen since the last inspection. Rewarding pupils' attendance with bronze, silver and gold certificates and keeping in close contact with parents to make sure they send their children to school have contributed to improvements.

### **The leadership and management** requires improvement

- The headteacher and other senior staff have worked hard to improve the quality of teaching and to raise attainment, but this has not yet made enough of a difference to pupils' progress, particularly in mathematics.
- The school experienced some difficulties due to changes in the teaching staff which slowed down the rate of improvement. However, the recent better-quality teaching has yet to make full impact on achievement.
- Senior leaders have set a high priority on staff training. All teachers who spoke to inspectors gave examples of how the school had already helped them become more confident in the classroom. However, the school does not consistently provide opportunities for more skilled staff to help less experienced teachers to develop their teaching skills.
- During the inspection, school leaders were accurate in their judgements of the quality of teaching in lessons. The school's plans show that school leaders know which areas still need to be improved. However, their view of the school's overall effectiveness does not take sufficiently into account that not enough progress has been made in mathematics since the last inspection.
- Leaders carefully track the progress of pupils who find learning more difficult. As a result, pupils who are at risk of falling behind have extra sessions which are helping them to catch up. Staff who answered the questionnaire agreed that the school works hard to help all individual pupils.
- The school provides opportunities for less-experienced staff to develop leadership skills. Subject leaders join senior staff to check the quality of pupils' work in their books. The physical education leader has been encouraged to develop ideas for using the sport premium, with plans for a dance club, sports equipment in the Early Years and a trim trail in the playground.
- The local authority has given the school limited support in recent years, but this is set to increase because of the recent dip in the Key Stage 1 results. Teachers have worked with other schools to moderate the standards of pupils' work in writing.
- The school teaches subjects through different topics which develop pupils' skills especially in writing. For example, in a lesson in Year 5, pupils prepared a detailed newspaper report about the discovery of a Viking boat burial. After taking the register in Year 1, pupils used number skills to work out how many pupils were absent. Pupils frequently work together, contributing to their social development. The many visits, from the trip to Coventry Cathedral to pizza-making at a restaurant, capture pupils' enthusiasm and help them gain knowledge and skills.
- The pupils' spiritual and moral development is at the heart of the school's values. Pupils were in awe when they saw the demonstration of waves washing away a sandcastle in an assembly on 'forgiveness'. The display from the art and craft club, inspired by music from the *Royal Fireworks* and *The Planets*, contributes to pupils' cultural development.
- **The governance of the school:**
  - The governing body is committed to improving the school. Governors know the school's strengths and weaknesses and ask school leaders challenging questions. They check progress with the improvement plan regularly, making sure that the targets set for the headteacher and staff link with the plan. Governors expect teachers to be rewarded only where their teaching is consistently good and have supported the headteacher in tackling weak teaching.
  - Governors have made good use of the training from the local authority, which has helped them find out about the attainment and progress of different groups of pupils. They know how the pupil premium funding is used to give extra help to eligible pupils and ask at each of their

meetings how well these pupils are doing. Helping pupils to be fit and healthy is also a priority for governors, who plan to use the primary sport funding to provide extra opportunities.

- Governors often make visits to check on the quality of teaching and progress with the school plan, as well as hearing pupils read and meeting staff and parents. They invite members of the school council regularly to their meetings, so that they can find out at first-hand about pupils' visits and activities.
- Governors manage the school's finances well and successfully tackled an earlier shortfall in budget. They make sure that the school meets its statutory duties, including safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	125653
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	427130

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lyn Johnson
<b>Headteacher</b>	Sally Kaminski-Gaze
<b>Date of previous school inspection</b>	20-21 June 2011
<b>Telephone number</b>	02476 382123
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