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5 December 2013

Sally Kaminski-Gaze  
Headteacher  
All Saints CofE Primary School and Nursery  
Knebley Crescent  
Nuneaton  
CV10 7AT

Dear Mrs Kaminski-Gaze

### **Requires improvement: monitoring inspection visit to All Saints CofE Primary School and Nursery, Nuneaton**

Following my visit to your school on 4 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure that activities for higher ability pupils in mathematics are sufficiently challenging to ensure that these pupils make good progress
- ensure that governors have opportunities to find out for themselves the progress being made towards the areas for improvement.

### **Evidence**

During the visit meetings were held with you and the senior leadership team, three representatives from the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school action plan was evaluated along with a summary of the school progress and attainment data. Records of monitoring activities were also scrutinised. Together with you and the

mathematics subject leader, I visited each classroom to talk to pupils and to look at the work in their books.

## **Context**

One new parent governor has been appointed since the inspection in October.

## **Main findings**

Leaders and governors have an astute awareness of the strengths and weaknesses of the school and there is tangible drive and determination for the school to become good as quickly as possible.

A detailed action plan has been produced which clearly focusses on the areas for improvement. The timescales demonstrate an appropriate sense of urgency. Leaders are monitoring actions in a timely way and are providing clear and specific feedback to staff. This is helping to ensure that improvements can be made quickly. Whilst governors make regular visits to school, these are not focused enough on the areas for improvement identified in the action plan. This is preventing governors from finding out for themselves the progress that the school is making.

A range of training is in place to support teachers to improve their practice. For example, senior leaders are providing individual coaching for teachers. Evidence from your monitoring shows that the proportion of good teaching has increased since the inspection in October. School data show rates of pupils' progress, particularly in mathematics, are improving.

In order to improve attainment in mathematics, 'morning maths meetings' have been introduced to help pupils to apply their mathematical skills through solving problems. This is helping pupils to become more independent in their learning and to experiment with a range of ways of recording their work. Displays in classrooms and corridors show a focus on the development of mathematical skills and knowledge. Additional resources have been purchased to support learning and pupils say that these are helpful. During my visits to lessons and when I looked through pupils books I observed that activities are increasingly well matched to the abilities of most pupils. However, this is not always the case for the higher ability pupils in mathematics.

Evidence from pupils' English and mathematics books shows that teachers' marking is improving. In the best examples, teachers write comments that challenge pupils to explain their answers and they provide advice that will help pupils to improve their work. Leaders have accurately identified that there are inconsistencies in the quality of feedback and have planned some additional training for teachers.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Through the regular visits from the local authority advisor, the school is receiving an appropriate level of support. The local authority has a high level of confidence in the leaders' ability to move the school to good.

The Diocese has provided helpful support particularly in developing the skills of senior and middle leaders.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for insert local authority name and as below.

Yours sincerely

Rachel Howie  
**Her Majesty's Inspector**