

All Saints CofE (VA) Primary School, Leek Wootton

Warwick Road, Leek Wootton, Warwick, CV35 7QR

Inspection dates 10–11 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get a good start in the early years where they develop their skills well. Pupils in Year 1 help new children in the Reception year understand the class routines. This quickly settles them into school life.
- Pupils make good progress in reading, writing and mathematics throughout the school. The most-able pupils make exceptionally good progress. By the end of Key Stage 2, standards are above average. Pupils achieve well.
- Teaching is good, and some is outstanding. Teachers make sure that the lessons are interesting and pupils of all abilities learn well.
- Pupils behave exceptionally well. They are kind and considerate to others and older pupils look after the younger ones. Pupils are enthusiastic about their learning and always try their best to do as well as they can.
- Pupils feel very safe and secure in school. They have a good understanding of what makes situations outside school unsafe and know how to avoid or deal with these.
- The headteacher has managed a considerable number of changes very well. She has set high expectations and ensured that the quality of teaching is good.
- Senior leaders rigorously check how well pupils are doing. Any at risk of falling behind are quickly helped to keep up.
- Governors know how well the school is doing and how it can continue to improve. They ensure that policies and procedures are in place to provide a safe and vibrant place for pupils to learn.
- Pupils' spiritual, moral, social and cultural development is particularly strong. Pupils learn that everyone is unique and this diversity is to be valued and celebrated.

It is not yet an outstanding school because

- Standards in writing are not as high as in they are in mathematics and reading. Pupils do not have enough opportunity to develop their literacy skills through longer pieces of writing.
- In some classes, pupils do not apply their literary skills effectively when writing in different subjects.
- Assessment data is used very well to check pupils' progress in reading, writing and mathematics, but it is not used effectively in all subjects.

Information about this inspection

- The inspector observed pupils' learning in nine lessons, all of which were seen together with the headteacher or deputy headteacher.
- Meetings were held with the headteacher and other staff, a group of pupils, five members of the governing body and a representative of the local authority.
- Informal discussions were held with parents and pupils.
- The inspector took account of the 67 responses to Ofsted's online questionnaire, Parent View, and the 23 responses to a staff questionnaire.
- The inspector observed the school's work and reviewed a range of documentation including: the school's checks on its performance; its analysis and tracking of pupils' progress; records of behaviour and safety; school improvement plans; records relating to classroom observations and the management of staff performance; safeguarding arrangements; and records of meetings of the governing body.
- The inspector also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Full report

Information about this school

- Following a year of collaborative working under one headteacher, the school federated with Burton Green Primary School on 1 September 2014, forming The Green Leek Federation. The Federation shares a single governing body and one headteacher leads both schools.
- The school is smaller than the average-sized primary school.
- Children in the early years start in a full-time mixed Reception and Year 1 class at the beginning of the year in which they are five years old.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is well below average. The percentage of pupils who speak English as an additional language is also well below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been significant changes to leadership in recent months. The deputy headteacher was appointed to her current post in March 2015, having covered the post on a temporary basis since January 2015.
- The headteacher is currently leading mathematics throughout the school since the previous leader left in December 2014.
- The special educational needs co-ordinator took up the role in September 2014.

What does the school need to do to improve further?

- Improve teaching, particularly in writing, so that more is outstanding by:
 - providing more opportunities for pupils to write at length
 - giving pupils more opportunities to apply their literacy skills to their writing in different subjects
- Strengthen leadership and management by extending the use of information about pupils' attainment and progress to all subjects.

Inspection judgements

The leadership and management are good

- The school is well led by the determined and committed headteacher. She has ensured that changes to the way the school is organised and changes in staffing are improving the school. The deputy headteacher, despite being new to the post, has already contributed to improvements in teaching and learning through her high expectations and drive.
- Other leaders, including the early years leader, have good subject knowledge and support colleagues in improving their teaching skills. They rigorously check how well pupils are doing in English and mathematics and are beginning to develop effective ways of assessing pupils' achievement in other subjects.
- The performance management system, which rewards teachers whose pupils achieve well, is contributing to the improving teaching in the school. Teachers and other staff are clear about what is expected of them. Support and training opportunities are provided to help them achieve their challenging targets.
- Pupil premium funding is used effectively to help disadvantaged pupils. Some provides additional support in the classroom to make sure they keep up with their classmates. The funding is also used to make sure no pupils miss out on clubs or other activities for financial reasons.
- The school works closely with its partner school in the federation and staff share their expertise across both schools. Pupils attend joint activities which widen their experiences, and this maximises the effectiveness of the school's spending.
- The school has also forged strong partnerships with other local schools. This enables staff to attend joint training sessions, keep abreast of new developments in education and check the accuracy of their assessments against those of other schools. It also provides opportunities for pupils to work with, and compete against, pupils from a wider range of schools.
- The primary school physical education and sport funding is used exceptionally well to increase sporting opportunities for pupils. Specialist sports coaches and teachers work alongside staff to improve their own teaching techniques while providing pupils with high quality learning. As a result, all pupils take part in competitive sports, and the school's belief that everyone is good at something spurs them on. Almost all pupils participate in a sporting activity, in addition to physical education lessons. The school currently holds trophies for excelling in football, netball, swimming and small schools' cross-country running.
- The lessons pupils learn are interesting and exciting. For example, 'super learning days' such as 'The Great Plant Hunt' and joint projects with the local history group inspire pupils and encourage them to find out more about different topics.
- The school's values underpin all the school does, and contribute well to pupils' spiritual, moral, social and cultural education. The key values are succinct and simple, and pupils told the inspector how they are important in their everyday lives as well as in school. Pupils are encouraged to value themselves, each other and their school and to demonstrate this by showing respect and consideration. Links with a school in Madagascar mean that pupils can compare their lives and appreciate how fortunate they are. They work hard to raise money to help their partner school.
- Spirituality is developed well through thought-provoking assemblies and in lessons. Pupils learn to respect other beliefs and cultures as well as their own. The school's drive to ensure equality of opportunity and tackle discrimination is reflected in the daily acts of worship and the excellent role models of adults in the school, who treat pupils with respect and consideration. Pupils copy these positive behaviours in their relationships with each other. This prepares them well for life in modern, multicultural Britain.
- Safeguarding arrangements in school are rigorous and effective. Although the federation governing body has only recently been formed, it has made sure that policies and procedures are in place and used consistently. Leaders ensure that the school's arrangements for safeguarding meet statutory requirements

and that all staff are well trained on safeguarding issues.

- The local authority has accurately recognised that the school does not require significant support. Nevertheless, it has provided effective training for governors and, more recently, support for leaders through termly visits.
- The school has developed its analysis of pupils' attainment and progress in reading, writing and mathematics very well and uses this to identify potential underperformance of individuals and groups of pupils. This does not yet extend to other subjects so staff are not as aware of how well pupils are doing and what they need to do to accelerate progress where it is slower.
- **The governance of the school:**
 - The governing body is very supportive of the school but also holds it to account for its performance. Governors ask leaders challenging questions to check how well it is doing and visit regularly to see for themselves. Governors skilfully use school data, comparing it with national expectations, to make sure pupils are achieving well. They ensure that disadvantaged pupils are helped to keep up with their peers and regularly check that the pupil premium funding is being used effectively.
 - Governors know that the performance management system is helping improve the quality of teaching. They make sure that teachers only move up the pay scale if pupils in their class achieve well. Governors regularly attend training sessions to develop their skills and ensure that staff have equally helpful training and development opportunities.
 - Governors are rightly proud of pupils' sporting achievement. They know how well the additional funding has been used to make sure that all pupils participate in a range of physical and sporting activities.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They get on well together and show a high level of care and considerations for each other. Both on the playground and in lessons, they readily share ideas and equipment and are sensitive to each other's feelings. Courtesy cards, which are awarded for polite behaviour, are highly valued and pupils appreciate the additional privileges gained by earning them.
- Older pupils act as good role models for younger ones and set a positive tone of respect for each other. For example, Year 5 pupils 'buddy' Reception children when they start school and the supportive relationship lasts over the first two years of their school life. Older pupils escort younger ones when visiting the church or theatre and sit with them, looking after them and showing them how to behave.
- Pupils are given roles of responsibility throughout the school and all ages, including those in the early years, take them very seriously. They are encouraged to suggest ways in which the school can improve by submitting ideas for the 'pot of gold' to fund projects. The 'Circle of Friends' was started last year and is run by pupils in Year 6. It provides a small, nurturing club for any pupils who have been bereaved, are lonely or feel vulnerable. Parent and pupils told the inspector how much this is valued by those who use it.
- Pupils are extremely positive about their learning. The school encourages them to try hard by working within their 'stretch zone' rather than staying in their 'comfort zone' and pupils respond well to this. Whilst all pupils understand this concept well, the most-able pupils are particularly adept at striving for even higher attainment.
- Pupils' enthusiasm for school is reflected in their above-average attendance. They are punctual to school and eager to learn from the minute they arrive.

Safety

- The school's work to keep pupils safe and secure is outstanding. The atmosphere of caring for each other, with older and younger pupils playing together, helps them feel safe in school. Pupils told the inspector that there are always plenty of adults in school who they could go to if they are worried about anything and this makes them feel safe.

- Pupils are very aware of what bullying is and the different forms it can take, including name calling, physical and cyber bullying. They told the inspector that there is very little bullying in school. Any rare incidents of bullying are quickly dealt with by the teachers. Other incidents are often handled by the peer mediators, who are pupils in Year 6 trained to help resolve minor disagreements.
- Pupils understand that they could find themselves in unsafe situations outside school. They know how to recognise when they feel uncomfortable in someone's presence and how to articulate this to a person they trust.
- Pupils appreciate the importance of the regular fire drills they have in school. They also know how to stay safe on the roads and which are safe places to play. Pupils are very knowledgeable about how to keep themselves safe when using the internet, and understand why this is necessary.
- All parents and carers who completed the Parent View questionnaire agree that their children feel safe in school and that the school looks after them well.

The quality of teaching is good

- Teachers have high expectations of what pupils can do. They plan work which builds on what pupils already know and helps them to make good progress, whatever their ability. Teachers offer pupils different levels of challenge and encourage pupils to strive for the highest they can.
- The school uses terminology which helps pupils understand their learning. They explain that working in your 'stretch zone' is good and helps you make rapid progress; working in your 'comfort zone' is sometimes appropriate; being in 'stress zone' means you need more adult guidance. This helps pupils understand what they need to do to improve and when they need more support with their learning.
- The most-able pupils in the school respond particularly well to this system and make rapid progress. For example, during the inspection pupils in Year 2 were learning to add and subtract two-digit numbers. A more-able pupil succeeded in working with two digits before excitedly announcing that he had moved on to using three-digit numbers and was now working in his 'stretch zone'.
- Additional adults in the classroom are well trained and briefed by teachers so that they know what is expected of them in the lessons. They provide sensitive support for disabled pupils and those who have special educational needs, both in the classroom and in small groups or individually as appropriate.
- Additional adults also help disadvantaged pupils achieve well. For example, they check that pupils are prepared for lessons and rehearse any new vocabulary that might be used during the lesson. On other occasions, they work alongside pupils in the classroom if they need some additional support.
- Reading is taught well and pupils attain high standards. The results of the most recent check in Year 1 on how well pupils understand phonics (the sounds letters represent in words) was above average. These skills are developed throughout the school and pupils use them to read and write unfamiliar words. During the inspection a pupil in Year 1 who did not find reading easy successfully sounded out 'mangle', even though she did not know what it meant.
- The teaching of mathematics is of equally high quality and pupils are given plenty of opportunities to practise their skills in practical situations. For example, during the inspection pupils from Years 3 and 4 used a range of everyday packaging as well as mathematical shapes to sort three-dimensional objects. They avidly discussed their properties and why, for example, a flat sweet box was still a prism even though it had very little depth.
- Writing skills are taught well in literacy lessons. In some classes, however, opportunities to write at length so that these skills can be developed are limited. On other occasions, pupils are not always encouraged to use what they have learnt in literacy lessons when writing in different subjects. This is because some teachers' expectations of pupils are higher in literacy than in topic work.

The achievement of pupils is good

- In 2014, standards in reading and writing by the end of Key Stage 2 were above average. Pupils had made good progress since Key Stage 1, especially in reading. Progress in writing was less rapid but had accelerated in the pupils' final year.
- Although Key Stage 2 standards in mathematics in 2014 were slightly lower than in reading and writing, this does not reflect what was happening in other year groups. Mathematics standards in other parts of the school were comparable with those in reading, while standards in writing were slightly lower.
- Standards in reading, writing and mathematics at the end of Key Stage 1 in 2014 were broadly average. The school's data show that these pupils made good progress from slightly lower starting points than is typical for other years.
- While the school's data show that all pupils currently in the school are making good progress, the most-able pupils are making exceptionally good progress. Standards are improving and more of these pupils are attaining higher levels of work than in previous years. In Years 5 and 6, many pupils are working well above the level expected for their age.
- Disabled pupils and those who have special educational needs make good progress. This is because their specific learning difficulties are identified early. They are given appropriate support to help them achieve well alongside their classmates. The support is checked regularly to make sure it is effective.
- The number of disadvantaged pupils is too small to report their achievement without the risk of identifying individuals.

The early years provision is good

- Children generally start in the early years with skills typical for their age. In some years, however, this varies and children's reading, writing and number skills are less well developed. Whatever their starting point, children make good progress and develop their skills well. In 2014, a higher than average proportion of children attained a good level of development.
- Teaching in the early years is good and staff know the children well. While children often work alongside Year 1 pupils, skilled questioning by the teacher makes sure that they are developing their skills at an appropriate level to build a firm foundation for learning. Staff carefully record children's achievements so that they can build on what they already know.
- Activities broaden children's knowledge and deepen their understanding, while developing a love for learning and the confidence to try new things. This is evident in the children's excellent behaviour and enthusiasm for what they are doing.
- The strong leadership of the early years provision supports staff who are well trained to ensure a safe and caring environment for children to learn. The early years leader rigorously keeps a check children's progress and keeps parents informed about how well their children are doing. She makes sure that children are well prepared for their move to Key Stage 1.

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

Unique reference number	130976
Local authority	Warwickshire
Inspection number	453254

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Kimberley Lunn
Headteacher	Sue Patterson
Date of previous school inspection	7 November 2007
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