

# All Saints CofE Primary and Nursery School, Nuneaton

Knebley Crescent, Nuneaton, Warwickshire CV10 7AT

<b>Inspection dates</b>	3–4 February 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- From their individual starting points, pupils make good progress in their learning in reading, writing and mathematics.
- Since the previous inspection, pupils' achievement has improved because of effective teaching, learning and assessment throughout school.
- The significant improvements to the quality of teaching and pupils' outcomes have been driven by the exceptionally strong and determined leadership team. Together with governors, leaders have tackled previously weak teaching with robust efficiency.
- The school continues to improve well under the high-quality, very capable leadership of the visionary headteacher, senior leaders and dedicated governors.
- Governors are tenacious in their approach to ensuring that all pupils benefit from a good education. They ask challenging questions of senior leaders and hold them to account thoroughly for the quality of pupils' achievement.
- Pupils flourish in their learning because of the school's nurturing and caring approach. Staff support pupils' personal development and welfare very effectively.
- Pupils behave well because that is what is expected of them at all times. A culture of high expectations successfully permeates all aspects of school life.
- Well-led, effective early years provision and good personal development and welfare support together help children to do well when they first start school.

### It is not yet an outstanding school because

- Presentation in a minority of pupils' books is not always of high enough quality. When writing, not all pupils use grammar, spelling and punctuation with sufficient accuracy.
- The number of pupils who are absent from school regularly remains a little too high.
- In some classes, pupils are given too few opportunities to deepen their mathematical understanding, solve problems and explain how they solved them.
- Teaching of the sounds that letters make (phonics) does not help a few younger pupils to read fluently enough.

## Full report

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

- Continue to strengthen the quality of teaching in order to further improve pupils' achievement in reading, writing and mathematics by:
  - refining the teaching of phonics so that all pupils can use their phonics skills well to read fluently
  - providing more opportunities for pupils to deepen their understanding and use of mathematical skills, solve problems and explain their reasoning
  - making sure pupils' presentation is always of the highest standard and that grammar, punctuation and spelling are used with greater accuracy in pupils' writing.
  
- Further reduce the number of pupils who are regularly absent from school.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher provides highly skilled and determined leadership. She is ably supported by two exceptionally capable deputy headteachers and a very well-informed governing body. Together, these key leaders have driven some significant improvements in teaching, early years provision and pupils' achievement since the previous inspection. They constantly and successfully strive to ensure the very best outcomes for all pupils.
- Senior leaders believe that only the best is good enough for the pupils and this vision is shared by all staff. A culture of high expectations has been exceedingly well established by the school's leaders. This enables pupils to thrive and flourish in their learning.
- Members of the senior leadership team have a very clear understanding of the strengths of the school and what must be done to eliminate a few remaining weaknesses. They make regular, robust and extremely effective checks on pupils' progress. Leaders visit lessons frequently and scrutinise books with almost forensic attention to ensure pupils are achieving as well as possible. Leaders are quick to provide staff with feedback about their work and all have a clear and well-informed insight into how well the school is doing.
- The quality of teaching is monitored carefully by the headteacher and her senior team. Previously, when leaders noticed pupils' progress slowing in two classes, they initiated a programme of support for the teachers concerned. The quality of teaching improved and pupils' progress accelerated. During this inspection, teachers reported that they feel well supported by the school's leaders and benefit from the many opportunities they are given to develop professionally and update their teaching skills.
- Pupils are well prepared for living in modern Britain through the many activities that form part of a rich and diverse curriculum. Leaders consult with pupils to gather their views about the subjects on offer. For example, governors recently held meetings with pupils to check on their knowledge of distinctive British values and were impressed by their understanding of how they should accept people with different faiths, beliefs or lifestyles to them and how these should be respected. The effective promotion of pupils' spiritual, moral, social and cultural education by the school has a very positive impact on their personal development and well-being.
- The curriculum is highly effective in meeting pupils' needs. In recent times, the curriculum has been revised and the changes made have been introduced with great success. Pupils now gain from many opportunities to learn about exciting and engaging topics across a wide range of subjects. This helps to motivate and inspire them to do their best. In addition to the taught curriculum, pupils benefit from visits to different sites of interest. They also enjoy participating in several clubs at the school, such as the well-attended gymnastics club.
- Additional funding to support pupils is used effectively. In small-group and in whole-class situations, skilful teaching assistants, funded through the pupil premium, help disadvantaged pupils to improve their literacy skills in order to accelerate their progress. Disadvantaged pupils who benefited from the pupil premium last year reached higher standards than other pupils in the school in grammar, punctuation and spelling, and in reading, writing and mathematics at the end of Year 6.
- Additional funding for primary sport has resulted in many more pupils participating in sports at the clubs run by the school and taking part in inter-school competitions. The impact of the pupil premium on pupils' outcomes and levels of pupil participation in sporting activities is strong. The gymnastics club is funded through additional funding and is very well attended; pupils do not want to miss a single session.
- The local authority warning notice, issued for low standards in March 2015, was closed because of the highly effective way in which the school's leaders improved standards. The local authority has supported the school well on its journey of improvement since the previous inspection.
- **The governance of the school**
  - Governance is highly effective. Governors are exceptionally diligent in their approach to fulfilling their duties. Their work with school leaders has been instrumental in bringing about the significant improvements since the previous inspection. Members of the governing body have an excellent understanding of how well the school is performing compared with other schools. Governors are very well informed about the quality of teaching and the impact it is having on pupils' outcomes.

- Governors make many highly coordinated visits to scrutinise performance information and to examine work in pupils’ books. Governors regularly ask senior leaders many challenging questions about pupils’ achievement to ensure they are satisfied that everything possible is being done to ensure that pupils achieve well.
  - Governors also draw on their own knowledge of what they have seen in school during their monitoring activities. Governors make tough decisions when required and are relentless in driving forward their strategic vision for the school.
- The arrangements for safeguarding are highly effective. The school’s leaders ensure that all safeguarding training is up to date and record keeping is meticulous. The school fully complies with the latest safeguarding guidance. Governors and all school staff are highly aware of their duty to keep pupils safe. Robust checks are made on a teacher’s suitability to work at the school before an appointment is made. The identity of anyone visiting the site is checked robustly by knowledgeable staff in order to ensure that pupils are kept safe in school. Well-trained and highly informed school staff work closely with a wide range of external agencies to support pupils and their families well.

### Quality of teaching, learning and assessment is good

- Stronger teaching is ensuring that pupils are now achieving much better outcomes than was the case at the time of the previous inspection. Pupils are highly motivated and excited to learn. They are inspired in many lessons and respond well to their teachers.
- Assessment is used well in order to make sure pupils get the work they need. Teachers’ and teaching assistants’ astute questioning in lessons helps them to understand how well their teaching is helping pupils to improve their skills and knowledge. Consequently, staff are quick to identify pupils who are ready to move on to work that will challenge them more, or to provide extra support if necessary.
- Teaching assistants are very skilful at supporting pupils so that they feel confident in their learning. During the inspection, disadvantaged pupils were observed successfully completing learning tasks in a mathematics lesson because of the careful way in which the teaching assistant explained the task to them.
- Teachers provide careful explanations and are alert to opportunities and examples that can be used to extend pupils’ learning. When explaining how a blazer differs from a jacket, for example, a teacher made a comparison between a school blazer and the suit jacket worn by an inspector who was in the class at the time. This quick thinking and thoughtful observation helped pupils to understand.
- Classrooms are bright, stimulating, well ordered and exciting places for pupils to learn. Effective marking in pupils’ books helps them to improve their work. Ambitious targets are visible in books and pupils can explain clearly what they need to do to move on to the next step in their learning. Pupils learn from their mistakes and the corrections made by teachers in their books. Pupils are attentive to teachers’ comments and are given time to reflect on these in order to improve their understanding.
- Homework is provided by the school on a regular basis and parents commented positively on how well it helps to support pupils’ learning.
- Reading is given a high profile in all classes and pupils are helped to develop a keen and competent interest in books. In conversation with an inspector, an older pupil explained how he was enthralled by his class reading book, *The Piano*, and how it was helping him to think about ways of showing empathy with others. Exciting learning activities such as this abound.
- In another class, younger pupils were observed explaining their reasoning when solving a mathematical problem. As an explanation was given, the teacher projected completed work onto a large screen so that other pupils could see it and understand the method used. This moved learning forward for other pupils at a fast pace and was highly effective teaching and learning. However, these careful explanations, with opportunities for pupils to reflect on and explain their mathematical reasoning, are not apparent in all classes. Inspectors’ checks on pupils’ books found that opportunities for pupils to solve problems and deepen their understanding in mathematics are more frequent in some classes than in others.
- The teaching of phonics to younger pupils focuses more on those pupils who need to make faster progress in order to catch up with others, and this can be seen in the latest school performance information. Occasionally, however, this is at the expense of a few other pupils who are further ahead but who would also benefit from some extra attention. For this latter group of pupils, progress is not as fast as it could be and this limits their ability to read fluently.

- When writing, a few pupils do not present their work as neatly as they could, and neither do they use spelling, punctuation and grammar accurately.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. A caring and nurturing approach is apparent throughout the school. This assists pupils' personal development and independence as they progress through school which, in turn, aids their learning in class.
- Pupils are cheerful, polite and happy in their learning. They get on well with each other and are respectful to all in the school community. Pupils grow in confidence as they progress through the school because of the support they receive from adults.
- Pupils such as those from Traveller families and those who are disadvantaged learn well. This is because of the carefully targeted support these pupils receive through the school's intervention programmes. The school works closely and successfully with a range of support agencies to provide additional help for groups such as the pupils from Traveller families.
- In discussion with many parents about the level of care and support provided in school, inspectors found the overwhelming majority to be firmly of the opinion that children are well looked after and kept safe in school. Pupils and staff, quite rightly, agree with this view. So do inspectors.
- Pupils report that they feel safe. They know how to keep themselves safe when using the internet because of the lessons on staying safe online that are taught in school. A recent audit by the local authority found the school site to be a safe place for pupils.
- Pupils enjoy attending the well-run 'stay and play' club after school, and breakfast club before school where they socialise animatedly with their friends.
- Pupils also help out with school improvements. Recently, for example, pupils wrote persuasive letters as part of a National Lottery funding bid and were successfully awarded a grant of £10,000 to improve the school playground.
- The school works closely with a local school which provides specialist behavioural support. Those pupils who attend it for this purpose benefit effectively from support to improve their behaviour, personal development and welfare.

### Behaviour

- The behaviour of pupils is good.
- In lessons, pupils' attitudes to their learning are positive. They participate enthusiastically in learning tasks.
- Lunchtimes are calm and orderly. Pupils sit and converse with their friends in a jolly manner and enjoy eating the healthy, nutritious and inviting meals.
- On the playground, pupils enjoy the company of each other and value their breaktimes. Peer mediators are on hand for the very rare occasions when a small minority of pupils may squabble. Pupils report that bullying rarely occurs, but that if it does, it is dealt with promptly by the adults in school and resolved to the pupils' satisfaction.
- Pupils and teachers agree that behaviour in school is good. Parents do not express any well-founded concerns about behaviour and inspectors agree that it is managed effectively by the school.
- The latest attendance records show attendance for this academic year has improved substantially because of the high focus placed, by staff, on the importance of attending school regularly. Currently, the attendance figure is well over 90%, which represents a notable improvement this year. Education welfare support staff from the local authority have worked closely with the school to help bring this about.
- The attendance of some pupils, notably those from Traveller families, is erratic. The school works successfully with a range of support agencies to help minimise the disruption to their learning.
- The number of pupils who are regularly absent from school has been reduced since the previous inspection, although currently, it remains slightly too high.

## Outcomes for pupils

are good

- From starting points that are often below average, pupils make good progress at this school.
- In early years, children make strong gains in their learning and development and increasing proportions of children are well prepared for learning in Year 1. The proportion of children reaching a good level of development has risen each year and, in 2015, it was just below the national average.
- Over the past three years, the standards attained by pupils at the end of Year 2 have increased steadily in reading, writing and mathematics. Inspectors' checks on the latest school performance information found that this trend of improvement is continuing, and pupils currently in Key Stage 1 classes are making strong gains in their learning.
- Standards of attainment at the end of Year 6 are also higher than at the time of the previous inspection. This is because rates of progress across Key Stage 2 have accelerated due to improvements in teaching. All groups of pupils, including the most-able pupils, are now achieving well. For example, in 2015, a greater proportion of pupils attained the higher Level 5 in reading, writing and mathematics, and grammar, spelling and punctuation at the end of Year 6 than was the case in 2014. Across the school, the most-able pupils make good progress in lessons because most of the time, learning is planned to challenge and stimulate their thinking.
- The attainment of disadvantaged pupils at the end of Key Stage 2 also rose in 2015, when there was little difference between their attainment and that of others in the school. When compared with other pupils nationally, disadvantaged pupils were not far behind in reading and writing, but about two terms behind in mathematics. Disadvantaged pupils are doing well. In some cases, they are making better progress than other pupils. The latest school performance information shows that attainment gaps between disadvantaged pupils and other pupils currently in the school continue to be narrow.
- Throughout the school, disabled pupils and those who have special educational needs make strong progress because they benefit from effective support, often in small intervention groups. The school works effectively with other agencies, such as the speech and language development service, to provide good-quality support for pupils' needs.
- Work in pupils' books shows that pupils make good progress in a range of subjects other than literacy and numeracy, including science, history and geography. Science work scrutinised by inspectors shows that older pupils are well prepared for undertaking scientific investigations when they join Year 7.
- Improved standards in 2015 at the end of Year 6 and the current accelerating progress demonstrate that pupils are well prepared for the next stage of their education.

## Early years provision

is good

- Provision for children in early years is effective. From their individual starting points when joining Nursery, children make good progress.
- Many children join Nursery with skill levels below those typical for their age, most notably in their communication and language skills and in their personal, social and emotional development. As children progress through Nursery, staff are very attentive to their particular needs and consequently, children are well prepared for their Reception Year.
- As children progress through early years, their weaknesses in communication and language development and personal, social and emotional development diminish because of the effective teaching and support. Classrooms and the outdoor learning areas are bright, stimulating and safe.
- The proportion of children leaving the Reception class at a good level of development has risen year on year. The latest robust school performance information shows that over 70% are on track to achieve this later in the year.
- Staff in early years astutely assess how well children are developing and skilfully identify new learning experiences for them, so that they progress further in their learning. Disabled children and those who have special educational needs are identified quickly and additional support is provided to meet specific needs or to help them catch up with others.
- Good links with home mean that children settle in quickly when they first start. Parents explained to an inspector how pleased they were with the good start to their education their children receive in early years. Staff work well with parents to keep them involved in their children's learning and this good communication helps to build children's confidence and feelings of security at school.

- Children in early years socialise and interact excitedly. They are well behaved and clearly enjoy taking part in the wide range of learning and development activities available to them. During the inspection, they were observed enjoying painting and using a variety of media to express themselves creatively.
- Additional funding to support disadvantaged children in early years is used wisely. An extra member of staff is employed through the funding to work specifically with these children. These children benefit from extra support for their phonological development, which helps them to catch up with other children.
- The quality of leadership and management of early years is strong and continues to be successful in improving outcomes for children. All statutory requirements are met.

## School details

<b>Unique reference number</b>	125653
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10002461

This inspection 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>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lyn Johnson
<b>Headteacher</b>	Sally Kaminski-Gaze
<b>Telephone number</b>	02476 382123
<b>Website</b>	<a href="http://www.allsaintsprimaryschoolandnursery.co.uk">www.allsaintsprimaryschoolandnursery.co.uk</a>
<b>Email address</b>	<a href="mailto:admin3101@welearn.365.com">admin3101@welearn.365.com</a>
<b>Date of previous inspection</b>	2–3 October 2013

## Information about this school

- This school is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above the national average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above average.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is well above the national average.
- Most pupils are of White British heritage. An increasing proportion of Travellers of Irish heritage attend the school.
- Children attend Nursery sessions full time or part time depending on parental choice and continue into the Reception class full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school is supported by a school improvement consultant working on behalf of the local authority.
- The school runs a breakfast club and a 'stay and play' after-school club for pupils.
- The school was issued with a local authority warning notice for low standards in March 2015, which was subsequently closed.



## Information about this inspection

- Inspectors observed learning in lessons and part lessons. Four part-lessons were observed jointly with the headteacher or the two deputy headteachers.
- Meetings were held with senior leaders, school staff and two members of the governing body, including the Chair of the Governing Body. The lead inspector also spoke with a school improvement consultant from the local authority.
- Inspectors held discussions with parents and groups of pupils. Inspectors also spoke informally to pupils in lessons, and during breaks and lunchtimes.
- Inspectors scrutinised the work pupils produced during lessons and in a wide range of their books over time. They also listened to a small number of pupils, from Year 1 and Year 2, read.
- Inspectors closely observed the work of the school and looked at the latest school performance information showing the progress pupils are currently making.
- Other documentation scrutinised included: plans for school improvement; safeguarding information; behaviour logs; attendance records; and minutes of the meetings of the governing body.
- Inspectors took account of the 97 responses to a parental survey conducted by the school in 2015 because there were fewer than 10 responses to the online questionnaire (Parent View). One telephone conversation took place between the lead inspector and a parent, and 10 free-text responses were considered, along with 27 responses from staff to the inspection questionnaire.

## Inspection team

Declan McCauley, lead inspector

Ofsted Inspector

Edward Masterton

Ofsted Inspector

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