

# All Saints' CofE Junior School

Nelson Road, Warwick CV34 5LY

## Inspection dates

20–21 April 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching does not challenge pupils enough and as a result, too few pupils make accelerated progress across the school.
- The progress that pupils make in mathematics continues to be too slow. This is because pupils do not have enough opportunities to think deeply about mathematical topics in order to develop their understanding.
- The progress of disadvantaged pupils has been slow and although it is starting to improve, many do not achieve well enough.
- The view that leaders and managers have of the school's performance is too positive. They do not accurately judge how well the school is performing.
- The way in which leaders and managers check the school's performance is not systematic or rigorous enough. As a result, as issues arise leaders do not check thoroughly or analyse information well enough to see if these issues are improving at a fast enough rate or take the actions that are needed.

### The school has the following strengths

- Pupils behave well in lessons and around the school. They are forming a clear sense of right and wrong.
- Some aspects of school's curriculum provides a rich, exciting and interesting range of experiences for pupils. This adds to their enjoyment and love of school.
- Reading is better taught than writing and mathematics. Pupils enjoy reading a wide range of books and their achievement in this area is improving.
- Governors, leaders and staff are committed to improving the school. Governors are now asking leaders more challenging questions about the quality of teaching and pupils' progress, and this is helping to move the school forward.
- The school promotes pupils' spiritual development successfully. This plays an important role in ensuring that pupils are happy at school and appreciate the world in which they live. Pupils' attendance is above average.

## Full report

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

- Improve the quality of teaching, learning and assessment so that more pupils make faster progress, by:
  - ensuring that lessons and tasks are more challenging for pupils
  - ironing out the inconsistencies so that more teaching is good or better
  - ensuring that the questions that teachers ask extend and develop pupils' understanding
  - sharing the existing good practice in the school to help improve weaker and inconsistent teaching.
- Accelerate the progress that pupils make in mathematics by increasing the opportunities they have in lessons to reason and think about their learning so that they develop a deep enough understanding.
- Improve the quality of leadership and management so that it improves outcomes for pupils, especially the outcomes and the attendance of disadvantaged pupils, by:
  - developing an accurate view of the school's performance to help drive future improvements
  - checking and analysing the school's performance and that of different strategies, including further strengthening the curriculum, more systematically and with greater rigour to ensure that improvement occurs at a faster rate.
- An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders and managers do not have an accurate or clear enough view of the school's performance. Their judgements are too generous, particularly in terms of the progress pupils are making and the strength of the teaching. This restricts their ability to improve all of the important areas of the school's work at a fast enough pace.
- Although leaders do make checks on how well the school is performing, they are not systematic enough to ensure that all areas are fully reviewed or that improvement happens at a fast enough rate for the school to become good. Issues that arise, such as the lower attendance of disadvantaged pupils, although identified, are not always acted on and then checked on later to see if they have improved. Much work is going on to try to improve the school's performance, but there is a lack of a sharp analysis of how well the school is doing in important areas such as pupils' achievement. There is too great a focus on the actions that the school is taking to improve, rather than evaluating the impact of these actions. These weaknesses slow the pace of improvement.
- Pupil premium funding is used in a range of ways, including to create opportunities for pupils to work in much smaller groups and to benefit from extra resources to support their learning. The funding has also helped to pay for pupils to take part in visits and to provide support for some pupils with emotional needs. However, the impact is still variable because there is not enough rigour in checking whether the various types of support are effective in raising the achievement of these pupils as too many disadvantaged pupils do not yet achieve well enough. Despite high levels of absence, leaders have not yet focused on improving the attendance of disadvantaged pupils or checked on their attendance effectively to bring about its improvement.
- Leaders have ensured that performance management arrangements are in place. The expectations leaders set for the progress that pupils should make are becoming more challenging. However, the formal monitoring of performance this year has not been rigorous enough to ensure specific improvements in teaching happen at a fast enough pace. Staff value the professional development that is made available to them.
- The executive headteacher and associate headteacher have won the hearts and minds of the staff. As a result, they have built a team that is committed to, and united by, a strong desire to improve the school and serve its pupils well. Positive and constructive working relationships are well established within the staff team. Although still not good, leaders have made improvements to the teaching, learning and assessment at the school and have challenged staff to improve their work.
- Aspects of the curriculum are strong. Leaders have introduced the new curriculum which covers a broad range of subjects and presents learning in an interesting and stimulating way. They enjoy learning about topics such as the Ancient Greeks or how life was during the Second World War. They are also interested in learning about life in Africa through a link that has been made with a school in Sierra Leone. Pupils have opportunities to learn about religions other than Christianity and have made visits to places of worship such as a Hindu temple and Sikh gurdwara. The curriculum also provides them with the opportunity to learn French and play musical instruments. Pupils talk enthusiastically about opportunities to join a range of clubs and activities after school and some sing delightfully in a choir with younger pupils who attend the school that All Saints' Junior School is federated with.
- The curriculum makes a strong contribution to the school's successful work of promoting the pupils' personal development. However, leaders have not systematically reviewed the impact of the wider curriculum to ensure that all aspects, including the promotion of British values, are as effective as they could be.
- Leaders have ensured that the school has formed strong relationships with parents. Parents find senior leaders approachable and have confidence that any issues will be dealt with. Parents also value the information which the school provides about the pupils' progress and attend regular meetings with staff.
- Leaders promote pupils' spiritual, moral, social and cultural development well. The school encourages pupils to reflect in thoughtful ways through assemblies and through different areas of the curriculum. Pupils respond well to these moments.

- The sport premium is used to improve pupils' skills and involvement in sport. Extra swimming lessons have been provided to give pupils more opportunities to improve their ability to swim. The funding has also helped staff to improve their teaching of physical education. Pupils are also developing an understanding of the ways to keep healthy.
- **The governance of the school**
  - At times, governors are too reliant on senior leaders to provide them with information about the school's work. They have also not ensured that the school's website meets the regulations to make sure that parents have the correct information about the school. Governors have also not checked on how well pupils are adopting fundamental British values.
  - Governors are aware of the school's strengths and weaknesses but in common with the leadership of the school they have an overly generous view of its performance. Minutes of meetings confirm that governors do not have a sharp enough analysis of important areas such as the progress of pupils. They are aware that progress in mathematics is weaker and that disadvantaged pupils have been underachieving. As a result, they have attended meetings with teachers to see how well the progress of disadvantaged pupils is being checked by senior leaders. Governors have also kept an eye on how well the primary sport premium is being spent.
  - Governors share the same commitment and ambition for the school along with other leaders and the staff. They have made recent checks on the range of skills they have to carry out their roles. Governors have then sought training where necessary, such as in how to understand information about pupils' achievement and the 'Prevent' duty.
  - Governors are asking more challenging questions to leaders than before about the school's performance. Their focus has been particularly on the issues raised for improvement at the school's previous inspection and they now meet more often to help tighten their check on progress.
- The arrangements for safeguarding are effective. Leaders have put in place all of the necessary procedures to ensure that pupils are kept safe from harm. Staff and governors have received the proper training and know what to do if there is a concern about pupil. Leaders work closely with external agencies, when necessary, to provide a good level of care for pupils. Safer recruitment procedures are followed to ensure that all adults are checked and suitable to work with the pupils.

## **Quality of teaching, learning and assessment** requires improvement

- Teaching is not sufficiently challenging to ensure that enough pupils make accelerated progress. Too often, when pupils understand their work teachers do not move them on quickly enough to more difficult tasks so that pupils can make faster progress. This is particularly the case in mathematics where pupils accurately complete their work but then have limited opportunities to think harder and practise their growing skills of reasoning. As a result, opportunities to strengthen and deepen their knowledge are missed and this holds progress back. In writing, the teaching does not present a high enough level of challenge for pupils to make more rapid progress. There are times when pupils feel that their work is too easy, although sometimes others say that it can be too hard.
- The pace of lessons does not always allow children the time they need to think, develop and practise their skills. For instance, there are occasions during writing lessons when pupils are not given the time they need to practise their skills.
- Teachers' use of questioning has a mixed impact. Some of the teachers' questioning can limit pupils' opportunities to think about their work which holds back their progress. However, other teachers use questioning much more effectively to challenge pupils and help them to think more deeply.
- Teachers' feedback to pupils has improved. Generally, marking follows the school's policy and consequently pupils understand how to improve their work. However, these comments are not always effective enough in ensuring that pupils are able to learn from their mistakes.  
Most teachers have good subject knowledge which helps develop pupils' understanding of their work. However, there are times when teachers' subject knowledge is not strong enough to respond to the questions that pupils ask, and this is when pupils' learning is not extended further.

- Most teachers plan interesting and stimulating lessons. When this is the case, such an imaginative approach is a strength of the teaching because it interests pupils. For example, pupils enjoyed learning from a play by William Shakespeare, about the character Prospero, from which they developed the skill of creating characters in their own writing. As much of the teaching is interesting, most pupils behave well in lessons. However, there are times when pupils are not always attentive and lose interest. Occasionally, teachers do not always notice and respond to this.
- Teaching has encouraged pupils to enjoy reading a wide range of books. They talk about what they have read with interest and enthusiasm, and value opportunities to use the school's library. Pupils who struggle with phonics (the sounds that letters make) are well supported.
- Regular homework is set and provides useful opportunities for pupils to reinforce their learning in English, mathematics, and in the 'topic' areas of the wider curriculum. Teachers check carefully that pupils have completed their homework.
- Teaching assistants make an important contribution to learning. They support individual pupils well and by working closely with the teachers, ensure many lower attaining pupils are well involved in lessons.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school. They show very positive attitudes to, and much pride in, their work.
- Most of the time pupils work very hard and have developed a good attitude to their learning.
- Pupils are very well cared for by the staff who make sensitive use of their good knowledge of individuals to work supportively with parents to help pupils' development. The high level of support which is provided by all staff lies at the very heart of the school's work and is greatly valued by both pupils and their parents.
- Pupils have plenty of opportunities to take part in activities which help them grow in confidence. Pupils enjoy being members of the school council and undertake other roles of responsibilities, such as peer mediation work to support other pupils, with maturity and enthusiasm.
- Pupils feel safe at school and have a good understanding of how to keep safe. They know how to keep safe online and can describe the dangers that they might face using such technology. Pupils talked about how the school's recent work in this area has successfully promoted their safety.

### **Behaviour**

- The behaviour of pupils is good.
- Usually, pupils behave well in lessons as well as during playtimes and lunchtimes. During lessons, and particularly when the teaching is good, they show a high level of interest in their work. Most of the time pupils behave well without needing encouragement from adults although a few need more guidance.
- When playing outside, pupils play cooperatively with one another. They are courteous and polite to everyone. With much enthusiasm, they look forward to playing with the large amount of equipment that the school provides during lunchtimes. Pupils respond well to the school's work to promote friendships, kindness and good behaviour. This is another feature which is central to the school's work and, in terms of personal development, helps to make it a rewarding and supportive place for them to be. All parents, staff and pupils who gave their views think that behaviour is good.
- School records show that there are very few incidents of poor behaviour. There is little bullying; parents and pupils have a great deal of confidence in the staff's ability to sort out any problems.
- Pupils are always punctual. Attendance is above average and the number who are persistently absent remains low. However, disadvantaged pupils attend less well than other pupils in the school.

## **Outcomes for pupils require improvement**

- Outcomes require improvement because not enough pupils make good progress as they move through the school. Although more pupils make progress within the expectations set for their age, not enough pupils make faster progress because the teaching does not challenge them. This means that pupils are not as well prepared for the next stage in their education as they could be.

- The progress that pupils make in mathematics continues to be slow. This has not improved because pupils do not yet have sufficient opportunities to think hard enough about their work, or have a go at more challenging tasks to deepen their understanding, as the work in their books shows.
- The progress made by disadvantaged pupils also remains slow. Although it is starting to accelerate, the progress that this group is making remains too variable with many not achieving well.
- In reading and writing, the progress that pupils make is now accelerating as teaching of these subjects is improving. Pupils' written work is becoming more developed, accurate and interesting. More pupils are using joined handwriting as a result of the school's drive to improve this. However, not enough pupils make accelerated progress in their writing.
- Pupils with special educational needs or disability are making faster progress because of the carefully targeted work that they receive and the close tracking of their progress.
- In the other subjects, pupils make steady, but not good, progress in their work.
- Since the last inspection, by the end of Year 6, pupils have reached standards in national tests that are in line with the national average from starting points which were close to average levels.

## School details

<b>Unique reference number</b>	125666
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10009277

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Leung
<b>Headteacher</b>	Mrs Debi Cossins
<b>Telephone number</b>	01926 492991
<b>Website</b>	<a href="http://www.allsaintswarwick.co.uk">www.allsaintswarwick.co.uk</a>
<b>Email address</b>	<a href="mailto:admin3154@welearn.com">admin3154@welearn.com</a>
<b>Date of previous inspection</b>	5–6 March 2014

## Information about this school

- This is a smaller than average-sized primary school for pupils aged between 7 and 11 years.
- The large majority of pupils are of White British heritage. The proportions of pupils that are from minority ethnic groups and do not speak English as a first language are below average.
- The proportions of pupils who are supported for special educational needs, disability or who have education, health and care plans or statements are above average.
- The proportion of pupils supported by the pupil premium is average. This is additional funding for pupils known to be eligible for free school meals and those that are looked after by the local authority.
- The proportion of pupils who join and leave the school other than at the usual times is lower than the national average.
- The school federated with the local infant school in September 2012; the schools share an executive headteacher and governing body.
- The school meets the current government floor standards, which are the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Year 6.

## Information about this inspection

- The inspectors observed 10 lessons and nine of these were carried out jointly with school leaders. Inspectors observed all classes in the school.
- The inspectors looked at pupils' work in English, mathematics and a wide range of subjects and talked with pupils about their progress.
- Meetings were held with pupils, staff, and representatives from the governing body, the local authority and the diocese.
- The inspectors took account of the 21 responses to the online Ofsted questionnaire (Parent View) and spoke to parents informally at the start and end of the school day. They also considered the results of the school's two most recent survey of parents' views, as well as the questionnaires completed by pupils, teachers and members of the support staff.
- Inspectors observed the school's work and looked at a range of documents, including those relating to safeguarding and child protection, the performance management of staff, pupils' achievement and records on attendance, behaviour and safety and the monitoring of the quality of teaching.

## Inspection team

Jonathan Moore, lead inspector

Ofsted Inspector

Beverly Petch

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
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