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Mrs Emma Johnson  
Headteacher  
All Saints CEVA Primary School and Nursery  
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Dear Mrs Johnson

### **Short inspection of All Saints CEVA Primary School and Nursery**

Following my visit to the school on 19 April 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2013.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Since the last inspection, there have been changes to the leadership of the school. You took up your post in January 2015 and made changes to the leadership team, including the very recent appointment of two assistant headteachers to replace your deputy headteacher who has left the school. Your assistant headteachers have responsibility for teaching and learning in the early years and key stage 1, and in key stage 2. They also have responsibility for the development of English and mathematics across the school. You have restructured the class organisation in key stage 2, so that Years 5 and 6 are taught in mixed-age classes.

Following the last inspection, leaders were asked to increase the pace and challenge in lessons, especially in key stage 2 mathematics, to enable pupils to make better progress. Mathematics lessons are structured to provide pupils with different levels of challenge. Pupils are encouraged to choose from different tasks to understand, apply or embed the skills they have learned. Pupils then self-assess how well they have done in the lesson and choose whether they wish to revisit the learning, fix the learning in their memory, or push themselves further. Teachers then use this to inform their planning for the following day. As a result of this improved approach, the proportion of pupils achieving the expected standard in mathematics at the end of key stage 2 rose to be above the national average in 2017.

Leaders were also asked to ensure that they monitor the progress that disadvantaged pupils make in order to quickly identify when these pupils fall behind. Teachers and leaders carefully monitor the progress of individual disadvantaged pupils. Teachers work closely with the inclusion manager to provide support for these pupils when they fall behind. However, the school's system for tracking pupils' progress does not provide teachers and leaders with an overview of the progress of all disadvantaged pupils. Assessment information is not used well enough to show how much progress pupils are making, and is not used carefully to hold teachers to account. As a result, some disadvantaged pupils are not making as much progress as they should.

Teachers use their subject knowledge well to provide stimulating lessons that interest pupils. However, the school's assessment system does not provide teachers and leaders with a clear overview of the progress and attainment of pupils. Staff look closely at individual pupils. However, the school's method for tracking the progress that pupils make does not give a secure picture of what pupils have learned, and, as a result, this sometimes masks underachievement. Some pupils are not making as much progress as they should.

Parents and carers are generally positive about the work of the school. Parents whom I spoke with said that, if they have a problem, leaders deal with it well. They feel that staff support their children in class, and teachers work hard to make learning stimulating. Some parents have had concerns about the behaviour of some pupils in the past. Leaders have successfully taken steps to reduce poor behaviour. Despite leaders' efforts to ensure that parents are aware of the good behaviour in the school, some parents still have the view that some behaviour is not as good as it could be.

Pupils are positive about the school. They feel that, although there have been issues with behaviour in the past, these have reduced since the changes to the structure of Years 5 and 6. Pupils appreciate what their teachers and other adults do to help them to learn and make learning enjoyable and fun. Pupils strive to take on additional roles in school, including those of prefects, house captains and head boy and girl. Pupils have a good understanding of equality. One pupil said, 'We are all unique. We have different personalities, but should be treated the same.'

Governors do not have a sufficiently accurate overview of the progress that pupils are making. The information that they are provided with by school leaders does not give them enough knowledge to robustly hold leaders to account for the effectiveness of their performance. Assessment information is not monitored carefully enough to identify areas of weakness before they become a problem. Governors and leaders are not tracking pupils carefully across key stages. As a result, underachievement is being overlooked, and pupils are not making the progress of which they are capable.

## **Safeguarding is effective.**

The leadership team has ensured that all staff are well trained in current safeguarding practice. Leaders use questionnaires to ensure that staff fully understand the training that has been provided, and how this impacts on their roles. Leaders carry out spot checks of staff to ensure that they know who they should talk to if they have a concern about a child. Records show that members of staff at all levels, including support and ancillary staff, pass on concerns appropriately. Leaders have ensured that members of staff who live in the local community understand that it is vital to pass all concerns to the designated safeguarding leaders.

Leaders have a good understanding of ongoing cases where there are concerns about a child and, when appropriate, pass these onto the local authority. The pastoral manager works closely with pupils and families to ensure that they are well supported to overcome problems that are a barrier to learning.

## **Inspection findings**

- Leaders do not have a clear overview of the attainment and progress that groups of children are making in reading, writing and mathematics. The current system for tracking the progress that pupils make does not give a clear enough view of what pupils have learned. Leaders have not used assessment information well enough to monitor patterns in attainment across the school. As a result, leaders have not recognised that attainment across key stage 2 is falling, and pupils are not making enough progress.
- The proportion of pupils achieving the expected standard in reading at the end of key stage 2 has been falling. The school's assessment information suggests that the proportion of pupils achieving the expected standard will be lower this year than in 2017. Leaders have identified pupils who are not making enough progress in reading and have introduced precision teaching of reading to support these pupils. A new approach to whole-class teaching of reading has been introduced to develop pupils' understanding of texts.
- The early years leader has worked with external consultants to develop the quality of provision in the early years. Adults use effective prompting and questioning to develop pupils' learning through their play. Staff develop the vocabulary of children, including children who speak English as an additional language, by exposing them to a rich and varied vocabulary and encouraging them to use it themselves. Adults understand the individual needs of children and, together, the early years team members ensure that specific needs are met.
- In the early years, the high-quality learning opportunities provided ensure that children develop their learning and understanding well. Teachers plan role-play activities carefully to enable children to explore learning. For example, pupils used the dinosaur laboratory with enthusiasm. Staff have included innovative ways of developing fine motor skills using syringes, which children use effectively in their play.

- The early years leader uses data well to track and monitor the progress that children are making. She uses this information to plan for pupils' next steps and targets areas that need developing in order for pupils to achieve a good level of development by the end of the early years. As a result, the proportion of pupils leaving the early years well prepared for Year 1 is rising.
- Pupils' behaviour around the school, during lessons and on the playground is good. Leaders have deployed prefects around the school during transition times to ensure that pupils are safe on the stairs and that pupils follow the school rules. In the past, there have been incidents of poor behaviour. However, leaders have reorganised the class structure for Years 5 and 6, and this has resulted in a significant reduction in the number of incidents of poor behaviour.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they use assessment information carefully to monitor the progress and attainment of pupils and act promptly on the findings from the analysis of whole-school assessment information in order to raise standards.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Peterborough, the regional schools commissioner and the director of children's services for Northamptonshire. This letter will be published on the Ofsted website.

Yours sincerely

Helen Williams  
**Her Majesty's Inspector**

### **Information about the inspection**

I met with you and four governors, including the chair of the governing body. I spoke with the assistant headteachers, the English and mathematics leaders, the pastoral support manager and the office administrator. I spoke with the head boy and girl and with a group of pupils, which included representation from each year group. You and I toured the school together and observed learning taking place during the morning. This included writing and mathematics lessons.

During our tour of the school, I scrutinised a selection of pupils' workbooks. I examined a range of the school's documentation, including its self-evaluation document, improvement plan and documents relating to safeguarding. I considered published and internal information about pupils' attainment and progress.

I considered the views of parents by speaking with them before school. I also considered the 86 responses to Ofsted's online survey, Parent View.