

# Inspection of All Saints Bedworth C/E Primary School & Nursery

The Priors, Off Mitchell Road, Bedworth, Warwickshire CV12 9HP

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Inspection dates: 3–4 December 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this school?**

The new executive headteacher and head of school are making a real difference. In a short space of time, they have brought about many improvements but there is still more to do. Leaders know what is working well and what needs to improve. They have clear plans in place to make this happen. Staff morale is high. Staff say: 'It's a very positive environment to work in. There is a genuine team spirit. The school is in the best place it has been for a while.'

Leaders introduced new learning values in September 2019. Leaders are using the values to set high expectations. Pupils like the focus of these new values. They know what teachers expect of them as learners. Pupils say, 'The values are making a real difference.'

Pupils respond well to staff. Most pupils behave well. Some pupils find it difficult to manage their own feelings and behaviour but staff support them well. As a result, pupils learn well during their lessons. Pupils told inspectors that there is very little bullying at the school. They say that, when it does happen, staff deal with it straight away.

Pupils are happy and hard-working and feel safe. Staff teach pupils how to stay safe when in and out of school.

## **What does the school do well and what does it need to do better?**

Leaders have quickly got to grips with the priorities for the school. They have rightly focused on ensuring that the same teacher is with the class each day. They have supported teachers, many of whom are new, by putting in place clear methods for teaching reading, writing and mathematics. These are helping pupils to learn in a sequenced way. This is especially true in reading and mathematics. The teaching of writing is not yet as consistent as it needs to be. This means that pupils do not always use what they have learned in one part of a lesson to help their writing later.

In other subjects, such as art and design, geography and design and technology, the sequence of lessons is not well planned. Teachers are unclear about the knowledge and skills pupils need to learn. Lessons are not well connected and do not build on pupils' previous learning. Teachers do not check what pupils already know. Pupils do not achieve well in these subjects. Subject leaders do not have the skills and expertise to lead their areas well.

Reading is a high priority. The teaching of early reading is effective. There is a clear scheme to develop pupils' fluency in reading. Pupils read regularly. Leaders keep a close check on pupils' progress in phonics. They ensure that pupils read books that match their phonics ability. Adults provide additional support for pupils who need extra help. They help younger pupils develop confidence and fluency. Teachers extend pupils' knowledge and understanding of vocabulary well. However, adults in the early years do not take every opportunity to develop

children's language. They allow children to answer in single words or simple phrases. This prevents children from developing a wide vocabulary and communicating as well as they could do. The indoor areas are colourful, stimulating and well resourced. The outdoor area in Reception is very inviting. Children learn lots of exciting new things thanks to effective teaching. Activities build on what children already know. Relationships between the staff and children are positive. Children feel safe and happy because staff are encouraging and helpful. Children play confidently and nicely with their friends, taking turns and sharing.

Parents and carers have a mixed view of the school. Some worry that the continual turnover of staff and leaders has disrupted their child's learning. The school's provision for pupils with special educational needs and/or disabilities (SEND) also concerns parents. Leaders recognise this and are developing an inclusion team. A great deal of work has already taken place since September 2019. This is improving staff's knowledge of how to support pupils with SEND. It is also ensuring that pupils with SEND are in class, learning with their peers, with improving self-esteem.

Pupils have a range of opportunities to develop as individual citizens. They raise money for charity. They learn about their local community through events such as 'Bedworth Bun Day' and the 'Poppy Drop' on Armistice Day.

The governing body is recently formed. Governors bring a wealth of skills and knowledge to the school. The leaders and staff are committed to improving the quality of education. The head of school has achieved a lot in a short period of time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check staff's suitability to work with children before they start to work at the school. All staff receive regular safeguarding updates and training. Staff know how to spot signs that may worry them about a pupil's welfare. They know what procedures to follow if they have a concern about a pupil.

Leaders work with a range of external agencies to ensure that pupils have the right help at the right time.

Pupils learn about being safe in different situations, for example in the water, on the road, fire safety and when using technology.

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

### **(Information for the school and appropriate authority)**

- Adults in the early years do not always take every opportunity to develop children's language. They do not encourage children to speak in full sentences. Adults need to have higher expectations of children when talking to them across the curriculum, both indoors and outdoors. Adults need to model the use of

sophisticated language and vocabulary in full sentences so that children are immersed in rich and varied vocabulary. This will develop children's own use of vocabulary in their spoken and written learning.

- The teaching of writing is not yet as consistent as it needs to be. Some teachers do not fully understand or follow the structure that has been put in place to teach writing. Pupils do not apply learning to their written work. Leaders need to provide the relevant teachers with the training and support they require. This will develop their subject knowledge and teaching skills. Consequently, this will support all pupils to make progress in their writing and work at age-related expectations.
- The school's curriculum is not sufficiently planned and sequenced in the foundation subjects. Teachers are unclear about what pupils have learned in the past. Consequently, teachers assume, wrongly, that pupils have covered areas in earlier learning. They have to go back and fill in gaps in pupils' knowledge. There is limited evidence of progression within year groups and across year groups in these subjects. Leaders need to create a foundation subject curriculum planned and sequenced to develop pupils' knowledge and skills over time towards clearly defined end points.
- Curriculum leaders who have responsibility for the foundation subjects do not yet have the subject knowledge, skills and expertise required to lead their curriculum areas. Therefore, they are unable to support the whole-school development of their subject. Senior leaders need to provide these leaders with training and support. This will give them the knowledge and leadership skills they need to develop their curriculum areas.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125688
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10111692
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Poultney
<b>Headteacher</b>	Chris Errington
<b>Website</b>	<a href="http://www.allsaintsschbedworth.co.uk/">www.allsaintsschbedworth.co.uk/</a>
<b>Date of previous inspection</b>	18 October 2018

## Information about this school

- A new executive headteacher and head of school took up their posts in September 2019.
- Three new teachers started at the school in September 2019.
- The school has had a significant period of staff absence and turnover at both teacher and leadership level prior to September 2019.
- The school has a breakfast and after-school club.
- The Year 6 cohort of 2019 were the first cohort to have key stage 2 data published for the school.
- The school is a Church of England faith school. Its religious character was last inspected in July 2015.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- I held meetings with the executive headteacher and head of school. I met with

four members of the governing body, including the chair. I held telephone conversations with the director of education for the Coventry Diocesan Board of Education and the school's learning improvement officer.

- I held meetings with those responsible for attendance, behaviour and pupils with SEND.
- We focused on reading, English, mathematics and geography. We also considered art and design and design and technology as part of this inspection.
- We met with groups of pupils, curriculum leaders and teachers to talk about the quality of education at the school.
- We made visits to classrooms. Most of these visits were with the executive headteacher or head of school.
- An inspector listened to younger pupils read and talked to older pupils about their reading.
- We spoke to pupils formally and informally about their learning and experiences at school. We looked at their work in a range of different subjects to see how well the curriculum is applied.
- We checked documents relating to safeguarding, including the checks that leaders make on staff's suitability to work with children prior to employment. We checked that safeguarding policies and procedures are implemented effectively across the school.
- An inspector talked to parents before school. I considered the 23 responses to Ofsted's online questionnaire, Parent View, and the 22 free-text responses received during the inspection.
- There were no responses to Ofsted's staff or pupil surveys.
- We considered a range of documentation provided by the school. We looked at the school's self-evaluation, school policies, curriculum documents, SEND records, published information about pupils' performance, behaviour records, attendance records and minutes of governing body meetings.
- I looked at published information on the school's website.

## **Inspection team**

Kirsty Foulkes, lead inspector

Ofsted Inspector

Janet Tibbits

Ofsted Inspector

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