

Inspection of school: All Saints Church of England Academy

Warwick Road, Leek Wootton, Warwick, Warwickshire CV35 7QR

Inspection dates:

25 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy their time at All Saints Church of England Academy. They know that staff care for them and keep them safe. This is a friendly, welcoming school. Strong relationships between pupils and staff are built on courtesy and respect. This reflects the school's ethos.

Pupils behave well. At breaktimes and lunchtimes, they enjoy playing and socialising together. Older pupils relish the privilege of eating their lunch independently in the classroom. This shows how they have developed a sense of responsibility for their behaviour. Pupils say that bullying does sometimes happen. However, they know that adults quickly deal with it.

Most pupils listen well and enjoy their learning. Leaders have high expectations for all. However, pupils do not learn to read as well as they should. Leaders have not prioritised how reading is taught. Not all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to do well in lessons across the curriculum.

Pupils enjoy the range of clubs and opportunities on offer. For example, pupils in Year 6 are looking forward to the residential trip to the Isle of Wight.

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

Leaders embody the school's vision of, 'Working together to care for each other'. Many pupils take part in the wide range of clubs on offer. From the 'GLOW' team of pupils who help to plan and deliver collective worship, to French, cookery and clay art clubs, all pupils have a chance to shine.

Working together is also a priority in curriculum design. In most subjects, staff work in teams to plan what pupils should know in each subject and how to assess what they have learned. However, in some subjects, the curriculum does not detail the essential knowledge and building blocks that pupils need for what comes next in their learning. This is not the case in early years. Here, curriculum teams have considered how what is learned prepares children for what comes next. For example, children in Reception are embedding the mathematics skills they will need as they move into Year 1.

Leaders have taken steps to improve the reading curriculum, but there is work to be done. There are plans to implement a new scheme for the teaching of phonics, but this is not yet in place. Staff have not received training to teach reading well. This means that some teachers use activities which do not help pupils, including those with SEND, to learn. As a result, not all pupils learn to read as quickly and as efficiently as they could. However, leaders do ensure that pupils read books to help them practise the letter sounds they are learning.

Support for pupils with SEND is varied. Leaders are quick to identify potential barriers to learning. They have a good knowledge of pupils with SEND. Leaders engage external support where needed and are relentless in chasing this up. However, although pupils' needs are accurately identified, this information is not always used to ensure that pupils with SEND receive the support that they need in lessons. This means that they are not achieving as well as they could.

Pupils are supported to be responsible citizens. They behave well in lessons and around school. From early years, pupils follow clear routines and expectations. They are polite and courteous. All pupils enjoy playing together in the extensive grounds at lunchtime. They are trusted to behave well, and they do so.

Staff are proud to work at All Saints Church of England Academy. They feel appreciated by leaders and governors. Leaders take steps to support them with their well-being and workload. Parents also appreciate the work the school does. One parent, typical of many, said, 'A wonderful school with dedicated teachers who really care about the young people'.

In discussion with the headteacher, the inspectors agreed that the teaching of reading, provision for pupils with SEND and the implementation of curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority. They know pupils and their families well. This helps leaders to step in quickly if they identify when a pupil might be at risk. Leaders are then relentless in making sure that the correct support is put in place.

Staff receive up to date, relevant training. They know how to report concerns and keep careful records.

Leaders carry out the necessary checks to ensure that all adults are safe to work with children.

Pupils are taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not fully prioritised early reading. While plans are in place to embed a new scheme, leaders have not acted swiftly enough to improve pupils' reading. Staff have not yet received training. Consequently, pupils have not had the opportunity to develop their knowledge of phonics as well as they should. Leaders should ensure that a coherent and well-sequenced curriculum is in place for the development of early reading and that staff have the necessary skills and expertise to teach it. They should also ensure that reading has a high priority from the time that pupils enter Reception.
- Agreed adaptations and support for pupils with SEND are in place but are not always used in lessons. As a result, pupils with SEND are not supported well enough to make the progress of which they are capable. Leaders should ensure that all staff are fully aware of agreed adaptations and support for pupils with SEND and that these are consistently used in lessons.
- Leaders have not ensured that the teams of subject leaders who work together have identified in detail the important knowledge and concepts that pupils need to learn. As a result, teachers are not clear about what pupils should already know, and what is the most important knowledge they need to know for their future learning. Leaders should ensure that subject leader teams identify, and communicate to teachers, the detailed essential knowledge pupils should know and learn.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, All Saints CofE (VA) Primary School to be good in March 2015.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	145392
Local authority	Warwickshire
Inspection number	10227737
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	Board of trustees
Chair of trust	Paula Whitfield
Headteacher	Andrew Morris
Website	www.allsaints-leekwootton.covmat.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is in the Diocese of Coventry Multi-Academy Trust.
- The school is part of the Green Leek Federation with Burton Green Primary School.
- The school uses the services of one alternative education provider.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors carried out deep dives in the following subjects: early reading, mathematics and art. In these subjects, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.

- Inspectors held meetings with the headteacher, deputy headteacher, curriculum leaders and the special educational needs coordinator.
- The lead inspector held meetings with the chair and representatives of the academy governance committee.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about pupils' behaviour.
- To inspect safeguarding, inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks and safeguarding records, and talked to pupils and staff.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text responses. They also took account of responses to Ofsted's staff and pupil surveys.
- Inspectors talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector

Her Majesty's Inspector

Ed Masterson

Ofsted Inspector

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