

Inspection of All Saints CEVA Primary School and Nursery

Castle Street, All Saints Ceva Primary School and Nursery Unit, Wellingborough,
Northamptonshire NN8 1LS

Inspection dates: 28 and 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

All Saints CEVA Primary School and Nursery is like one big family. It is a caring school. Pupils enjoy their learning and being with their friends. One pupil told inspectors, 'It is a kind school because we all look after each other.'

Staff have very high expectations of pupils. They celebrate the school's 'golden 5' rules. Pupils know and understand these rules. They have positive attitudes towards their work and towards each other. Pupils enjoy making a positive contribution to the life of the school as prefects and house captains.

Pupils behave well. They are polite and respectful. Pupils know that bullying is not tolerated. They know that staff are quick to sort out any concerns for them. One pupil told inspectors: 'If we are worried, we just tell a grown-up. Something gets done about it.' Pupils have a very clear understanding of difference and equality.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'All Saints is a fantastic, nurturing school that seems to churn out children who are confident, polite and have a 'can do' attitude.' Parents particularly appreciate the welcoming and approachable staff.

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

Leaders have developed a strong curriculum in many subjects. The curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Pupils understand complex subject vocabulary. For example, in music, pupils can explain the meaning of pitch, rhythm and tone. In history, pupils know many of the monarchs of England and remember facts about their reigns. One pupil told inspectors, 'King John didn't have much power because he made people pay a lot of taxes and some of his powers were taken away.' Some curriculum thinking is not as ambitious. In some subjects, leaders have not identified precisely the key knowledge that pupils need to learn from the Nursery to the end of key stage 2. In some subjects, leaders do not have a consistent approach to checking how successfully pupils learn this important knowledge.

Pupils say that they enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge. Teachers take the time to explain the learning. They explain their learning well using mathematical vocabulary. For example, pupils use 'rotation,' and 'turn' when discussing right angles. Pupils have regular opportunities to revisit their learning in '5-minute fluency activities'.

Reading is prioritised in the school. Leaders provide pupils with a wide range of high-quality books. Pupils enjoy reading and talking about books. The daily phonics sessions are highly structured. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are

learning. Staff regularly check how successfully pupils learn new sounds. If pupils fall behind, staff provide support.

Relationships are very positive between children and adults in the Nursery and early years. Teachers provide tasks related to children's learning. For example, children work independently on tasks such as learning about the life cycle of a butterfly. They are confident in using scientific vocabulary such as 'caterpillar' and 'chrysalis'. Staff ask questions such as, 'What is the number above...?' so that children can apply their mathematical understanding. Staff ensure that the learning environment is very engaging.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Staff communicate very well with parents. Leaders are quick to identify pupils with SEND. Leaders work well with external agencies and ensure that pupils with SEND access the full curriculum. Teachers provide strong support for these pupils.

Leaders are reviewing the school's approach to assessment. In some subjects, teachers check how successfully pupils acquire and use knowledge. However, in other subjects, leaders have not identified precisely the key content that pupils need to learn. In these subjects, approaches to assessment do not identify gaps in pupils' learning well enough.

Leaders support pupils to develop resilience. Typically, a pupil said, 'We are taught 'happy breathing' – everyone does it, it calms you down, and clears your mind.' There is some inconsistency in some pupils' knowledge of British values. Most understand the rule of law and respect. However, some pupils struggle to explain what living in a democracy means. Some pupils confuse different faiths and beliefs.

Governors and representatives of the local authority know the school very well. They fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload. Staff are overwhelmingly positive about the leaders and the professional support from the local authority.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding. Governors regularly check the school's safeguarding procedures. Leaders provide regular training for staff and governors. Staff know how to spot pupils who may be at risk. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record keeping is detailed and thorough.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects. For this reason, the transitional arrangements have been applied. In completing their curriculum review, leaders should ensure that there is clarity in their curriculum thinking across all subjects and areas as to the knowledge that all pupils, including those with SEND, should learn and when they should learn it.
- Approaches to assessment are inconsistent in some subjects. In some subjects, where curriculum thinking is less clear, teachers do not check effectively how successfully pupils acquire and use knowledge. Leaders should ensure that assessment consistently assists teachers in identifying clear next steps for pupils without causing unnecessary burdens for staff and pupils.

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	121998
Local authority	North Northamptonshire
Inspection number	10227387
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair of governing body	Samantha Barber
Headteacher	Emma Johnson
Website	www.allsaintscevawellingborough.org.uk
Date of previous inspection	9 October 2018, under section 5 of the Education Act 2005

Information about this school

- The last Section 48 inspection of Anglican and Methodist Schools took place in November 2016. This is an inspection of the school's religious character.
- The school does not make use of any alternative provision.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, assistant headteachers, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and a sample of teaching and support staff.
- One inspector met with representatives of the governing body and the local authority.
- The inspectors carried out deep dives in reading, mathematics, music, history and physical education. For each deep dive, the inspector 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 inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

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