

Inspection of All Saints Bedworth CofE Academy

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

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Kerry O’Grady. This school is part of the Diocese of Coventry Multi Academy Trust (MAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

What is it like to attend this school?

All Saints is a friendly and welcoming place. Leaders, staff and pupils are proud of their school, where everyone is included. The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. The school's values underpin everything that it does. Pupils understand the significance of these and aspire to live by them. Pupils do their best to follow the three school rules, 'Ready, Respect, Safe'. They say that it is 'okay to be different' and that everyone treats each other with respect.

Staff manage behaviour effectively. At social times, pupils play well together and enjoy being with their friends. Pupils focus on their work and move around the school sensibly. They value the support they get from staff who care for them. The school has high expectations for all pupils. Pupils enjoy their learning and achieve well in many subjects. Pupils take pride in their work. Parents and carers comment positively on the progress their children are making. They are keen to support reading at home.

Pupils enjoy the many extra-curricular activities available to them. Popular after-school and lunchtime clubs include arts and crafts, spying, boys' and girls' football, chess and archery.

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

Early years provision is a strength of the school. Staff select activities that are carefully designed to support children's learning and enjoyment. Children work exceptionally well with each other and with adults. Learning is precisely planned to meet children's individual learning needs. As a result, children are making significant progress through the curriculum. Children enjoy their learning, listen attentively and respond with enthusiasm.

The school has designed a curriculum that sets out what pupils will learn from one year to the next. The curriculum supports teachers to plan learning activities that build on what pupils have learned before. In many subjects, pupils have regular opportunities to revisit the knowledge that they have learned before. This increases pupils' knowledge and skills. Pupils achieve well in most subjects. However, in a small number of subjects the curriculum is not as well developed as it is in others. In these subjects, pupils struggle to remember some aspects of their prior learning.

Teachers make checks on what pupils understand and remember. In turn, they use this to plan appropriate learning activities. However, this is not happening consistently well in all subjects. In some instances, teachers are not identifying what pupils cannot remember, so gaps in pupils' knowledge are not being addressed. In addition, some pupils are completing work that they find too easy. In these cases, learning activities are not matched to their level of need.

The school has put in place effective systems to identify children with SEND. Staff provide support and make adaptations in lessons, so that pupils can access the full curriculum. As a result, pupils with SEND achieve well. This reflects the school's vision statement for all pupils to be 'learning and growing together to be the best they can be'.

Reading is a school priority. There is a strong focus on developing a love of reading. As a result, pupils are keen to talk about what they have read with others. Well-trained staff ensure that there is a consistent approach to phonics teaching and how children and pupils learn to read. The school makes sure that pupils who need extra help receive all the support they require.

The school has high expectations for behaviour. Consequently, pupils generally behave well. The school promotes and rewards positive behaviour. The school is a calm and orderly place. On occasion, some pupils need guidance to help them behave well, which supports them to re-engage with their learning. The school has adopted a range of strategies to improve attendance. Robust systems are in place. The school works well with families and external agencies in supporting pupils to attend school.

Pupils' personal development is exceptional. This is displayed in pupils' wider knowledge, resilience and enthusiasm. The curriculum extends beyond the academic and pupils are very well prepared for their next steps. The school shares its exemplary personal development work with other schools in the trust. Pupil voice and pupil leadership opportunities are strong. This has enabled pupils to make a significant contribution to the school, including the enhancement of the school's outdoor facilities.

Governors, trustees and MAT leaders know the school well. They challenge school leaders constructively. The trust provides high-quality support to develop leaders at all levels. Teachers in the early stages of their career are well supported. Staff are proud to work at All Saints. Their workload and well-being are sympathetically managed by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is not using assessment consistently well to identify what pupils cannot remember and to ensure that learning activities are matched to pupils' needs. As a result, gaps in pupils' knowledge are not being routinely addressed and the work set can be too easy. The school should ensure that staff use assessment consistently well to identify gaps in pupils' learning and to inform the selection of learning activities.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148319
Local authority	Warwickshire
Inspection number	10294709
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	Board of trustees
Chair of board of trustees	Barry Cockcroft
CEO of trust	Michael Cowland
Head of school	Kerry O'Grady
Website	www.allsaintsbedworth.covmat.org
Dates of previous inspection	Not previously inspected

Information about this school

- All Saints Bedworth CofE Academy converted to become an academy in February 2021. When its predecessor school, All Saints Bedworth CofE Primary School and Nursery, was last inspected by Ofsted, it was judged as requires improvement overall.
- The school does not currently use any alternative providers.
- The school has been part of the Diocese of Coventry Multi Academy Trust since February 2021.
- The school is part of the Diocese of Coventry. The last Statutory Inspection of Anglican and Methodist Schools took place in May 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team held meetings with the headteacher, senior leaders, teachers and pupils. The lead inspector met with members of the governing body, including the chair. The lead inspector also met with the chief executive officer and the deputy chief executive officer of the trust.
- The inspection team carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, 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 observed some pupils read to familiar adults.
- The inspectors also looked at science, geography, and art and design books. They discussed the school's curriculum, including the early years curriculum, with leaders.
- The inspectors observed pupils during breaktimes. They spoke with pupils and leaders about opportunities for pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team took account of a range of other information, including the school's development plan, school policies and minutes of governors' and trustees' meetings. They also considered reports from the trust.
- The lead inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the surveys for staff and for pupils.

Inspection team

David Buckle, lead inspector	Ofsted Inspector
Dawn White	Ofsted Inspector

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