

Inspection of a good school: All Saints' C of E Junior School

Nelson Avenue, Warwick, Warwickshire CV34 5LY

Inspection dates:

5 and 6 March 2024

Outcome

All Saints' C of E Junior School continues to be a good school.

What is it like to attend this school?

The school motto of 'working together, valuing everyone, learning for life' is lived out by the whole community at All Saints. There are warm, respectful relationships between pupils and staff. Pupils thrive in this caring environment. They are happy to come to school because they feel safe and valued.

The school has high expectations for pupils' achievement. Staff make the learning engaging and relevant for pupils. All pupils, including those with special educational needs and/or disabilities (SEND), enjoy lessons and achieve well.

In this inclusive school, everyone feels welcome. Pupils are curious and interested in finding out about people who live different lives to them, either locally or in the wider world. The school has made meaningful links with a school in Sierra Leone. Both schools share assemblies online. This helps pupils to recognise their similarities as well as their differences. As a result, pupils feel like global citizens as well as being part of their local community.

Pupils are well behaved and polite. They concentrate on their learning in the classroom and listen to their teachers and classmates. Pupil play leaders organise games in the playground. Pupils look after each other. This contributes to friendly and happy playtimes.

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

Leaders have developed a carefully constructed curriculum that is ambitious and identifies the important information and vocabulary that pupils need to know. The school further enriches the curriculum by making the most of many historical and cultural opportunities in the local area.

Leaders provide all staff with effective training and support. This ensures they have good subject knowledge and they present information clearly to pupils. Pupils' learning builds over time so that it is secure. For example, younger pupils compare maps and aerial photos of their local area in geography. This gives pupils the knowledge to be able to use map symbols and locate places using six figure coordinates in later year groups. Teachers choose activities carefully so that pupils remember the important knowledge they need. Adults check on what pupils know and use this information to provide extra support to help them catch up if needed. Pupils enjoy their learning. However, not all pupils use neat and well-formed handwriting consistently. This means they are not always able to communicate their ideas fluently when writing in all subjects.

The school uses assessment well in core subjects to identify pupils' gaps in learning. Leaders have a clear picture of what pupils know. For example, the school identified that some pupils were not recalling basic number facts. This was having an impact on these pupils' ability to solve mathematical problems. Leaders introduced a daily times tables activity. They have checked how well this is working and know that it is improving mathematical fluency and times tables recall. However, assessment is not as well developed in all subjects. This means that leaders do not know how well different groups of pupils are learning and achieving in some foundation subjects.

The highly effective support that pupils with SEND receive ensures that they make good progress. Staff receive training so that they can successfully adapt learning to meet pupils' needs. This means that all pupils are fully included in lessons. Pupils with SEND are happy at school and are learning well.

The school prioritises reading. All pupils read regularly. A well-structured approach supports those pupils at the earlier stages of learning to read to develop their phonics knowledge. Effective additional support ensures that pupils who need it catch up quickly with their peers.

Behaviour is managed very well. The school has developed a clear policy which ensures pupils understand the high expectations of leaders and what will happen if they do not meet these. Pupils behave exceptionally well. They understand and follow the school rules. They learn about respect and manners. Pupils recognise that others occasionally need help to manage their behaviour, but this does not disrupt learning. The school diligently follows up any patterns of absence and puts personalised help in place for pupils and families who need it. Most pupils attend school regularly.

The school makes sure that all pupils benefit from the wider opportunities on offer. Pupils enjoy a range of clubs, which develop their talents and interests. For example, they can take part in sports, chess, film clubs and the choir. The school provides opportunities through drama, art and debate to develop a sense of awe and wonder in the wider world. As a result, pupils are very clear about diversity and equality. They understand, value and respect difference. Pupils use the peace garden and the prayer room to reflect and be thoughtful about the things they learn.

Governors provide effective support and challenge to the school. They, and the school's leaders, are mindful of staff workload. Staff are supported by strong leaders who value

them highly and care for their well-being. As a result, staff feel appreciated and staff morale is extremely high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment systems in some foundation subjects are underdeveloped. Subject leaders do not have all the information they need to know how well pupils from different groups are learning in their subject. The school should ensure that there are systems in place so that subject leaders can check on how well pupils are doing in all subjects.
- Pupils' work in books shows that some pupils' handwriting is not as well developed or as well presented as it could be. These pupils are not able to concentrate on the content of their writing, because they are not writing fluently. The school should develop the teaching of handwriting so that pupils write fluently in all subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

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 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	125666
Local authority	Warwickshire
Inspection number	10294555
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Jody Tracey
Headteacher	Sandra Sutherland
Website	www.allsaintsemscotefederation.co.uk
Dates of previous inspection	22 and 23 May 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of a federation with Emscote Infant School. There is an executive headteacher, Jon Queralt, who works across both schools.
- The school is a Church of England voluntary-controlled school and is part of the Diocese of Coventry. The school's last section 48 inspection was in March 2023.
- The school does not make use of any alternative provision.

Information about this inspection

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. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector 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 inspector held meetings with the executive headteacher, the headteacher, curriculum leaders and the special educational needs coordinator. She met groups of staff, representatives of the governing body and spoke with a representative from the diocese and the local authority.
- The inspector examined a range of school documentation, including leaders' self-evaluations, improvement plans, records of governance, and documentation relating to attendance.
- The inspector considered the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.
- The inspector listened to a sample of pupils read to a familiar adult. The inspectors met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

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