

Inspection of a good school: All Saints Church of England Primary School

Strathmore Avenue, Coventry, West Midlands CV1 2AF

Inspection dates:

19 and 20 March 2024

Outcome

All Saints Church of England Primary School continues to be a good school.

What is it like to attend this school?

A strong inclusive ethos is at the heart of this school. Everything the school does is rooted in the gospel verse, 'Let all that you do be done in love'. The school is committed to serving pupils, their families and the community. Many parents speak about the kindness and support shown by staff.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils play and work together happily. They try hard in lessons and take pride in their work. They are well prepared for the next phase in their education.

Relationships are warm and trusting throughout the school. Pupils know that adults will listen to them if they have any worries. The school acts quickly to resolve any issues about bullying. Pupils feel happy, safe and secure.

Pupils benefit from the many clubs on offer including sports clubs, art, and the 'roving reporter' newspaper club. They learn to respect and care for the environment in the forest school and garden areas. These spaces are a special feature of the school. Pupils enjoy various leadership roles in school and in the parish community. These activities help to prepare pupils to be caring citizens.

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

The school has developed an ambitious and exciting curriculum from the early years to Year 6. It is designed so that pupils revisit their previous learning before tackling new concepts. This helps pupils to build a strong body of subject knowledge and skills that they use and apply with confidence.

Teachers skilfully engage pupils' interests. For example, Year 6 pupils build on their existing knowledge as they design and create complex clay sculptures. They deepen their control of techniques, such as slipping and scoring. Pupils also use their knowledge from different subjects. They are happy to explain how their sculptures incorporate ideas from

Darwin's theory of evolution. Pupils learn to review and evaluate their work. This helps them to make good progress.

The school has ensured that the same level of thought and care goes into other subjects. However, some subject leaders lack a good understanding of how learning in the early years links into their subject area. This means that, in some subjects, expectations of what children can do when they enter Year 1 are too low.

Reading is at the heart of the school. Staff are well trained in teaching phonics. They are confident and consistent in their delivery and assessment. Pupils who join the school during the school year are assessed quickly. Almost all pupils achieve very well in phonics and soon become fluent readers. Pupils enjoy listening to teachers reading aloud daily. This introduces pupils to new vocabulary and ideas. The library is well used. Books reflect a range of different cultures and genres. This supports the school's inclusive ethos. The school inspires pupils to read widely and often.

The early years curriculum prioritises children's vocabulary and communication skills. In the Reception Year, children listen to stories and learn songs and rhymes. They learn to use mathematical vocabulary, such as doubling and halving, as they explore number patterns. This provides a good foundation for key stage 1. However, the nursery curriculum is at an earlier stage of development. The environment in nursery is not yet as well designed or equipped as it could be in order to support the aims of the school's ambitious curriculum.

The school carefully identifies pupils with SEND and puts into place the support that they need. High-quality individual plans are in place to ensure that pupils are able to access the same learning as their classmates, at an appropriate level of challenge. Staff are skilled at making adaptations to pupils' work. Everyone works together to ensure that all pupils are included in every aspect of school life and achieve well.

The school works hard to support families where poor attendance is an issue. Attendance has improved this year. There is an impressive personal development programme. Pupils talk sensitively about issues such as equality and social justice. They are inspired by significant people in history such as Dr Martin Luther King Junior and Mahatma Gandhi. Pupils play an active part in school and parish life. This includes leading worship, maintaining the school garden for wildlife and supporting local and national charities. Pupils are well prepared for life in modern Britain.

Staff appreciate the consideration for their well-being and workload. Governors are knowledgeable and skilled. They provide effective support and challenge to leaders. They help to keep the school at the heart of the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders lack a detailed understanding of how learning in the early years links into their subject curriculum. This means that, in some subjects, expectations of what children can do when they enter Year 1 are too low. The school should provide subject leaders with further support and training to enable them to develop their subject curriculum from the early years so that expectations are suitably high in key stage 1.
- The early years curriculum is not yet fully implemented. The environment in the nursery is not as well designed or equipped as it could be to support children's learning. The school should ensure that staff create an environment in the nursery that supports the aims of the ambitious curriculum.

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 July 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 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	103702
Local authority	Coventry
Inspection number	10294495
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair of governing body	Helen Deeley
Headteacher	Cara Page
Website	www.allsaintscofe.co.uk
Dates of previous inspection	17 and 18 July 2018, under section 5 of the Education Act 2005

Information about this school

- This is a voluntary controlled Church of England school. The school received its most recent section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection on 25 May 2023. The next inspection will be within eight years of the last section 48 inspection.
- Since the last inspection, the school has opened a 52-place nursery provision.
- The school currently uses one registered alternative provider.
- The school runs a before- and after-school club managed by the governing body.

Information about this inspection

- Inspections are a point-in-time judgements about the quality of a school's education provision.
- This was the first 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 met with the headteacher and other senior leaders. Meetings were also held with the chair of the governing body and four other governors.
- The inspector held telephone conversations with representatives from the diocese and the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector met with subject leaders and looked at samples of pupils' work in other subjects. These included science, modern foreign languages, and personal, social and health education (PSHE).
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard reading their own work during lessons.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of 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 met with groups of pupils to talk about their learning and life in school. The inspector also met with parents at the end of the school day. She took account of responses to the online survey, Ofsted Parent View, including the free-text comments, and the staff survey.
- The inspector considered a range of documents, including leaders' self-evaluation and plans for improvement. The inspector checked records of attendance and behaviour.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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