

Inspection of All Saints CofE Primary School and Nursery, Nuneaton

Knebley Crescent, Hilltop, Nuneaton, Warwickshire CV10 7AT

Inspection dates:	18 and 19 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Children get off to a very strong start at All Saints CofE Primary School and Nursery. Their language develops quickly and they soon adopt orderly routines. Staff forge strong relationships with pupils and provide exceptional pastoral care. Pupils know that if they have any concerns, there is always an adult to turn to. This helps them to feel safe.

The school has high expectations for what all pupils can achieve. Pupils learn to read quickly and fluently. They learn the important knowledge of the curriculum effectively. They are well prepared for the next stage in their education.

Pupils behave well because staff apply the behaviour policy consistently. The school is a calm and purposeful place to learn. Pupils behave well in class. They get along together and play happily at social times. Everybody feels included.

Pupils learn to treat others with respect, including those who are different from themselves. They have good opportunities to take responsibility, for example, as peer mediators. They support others to cooperate and be kind to each other. Pupils, including those who are disadvantaged, enjoy taking part in a few after-school clubs linked to sport.

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

Reading is a top priority. Children in Nursery receive expert help to speak and listen carefully. They concentrate for long periods and show resilience when engaged with new learning. Children are ready to learn sounds and letters from the start of the Reception Year. Staff teach phonics consistently well and check closely on the sounds that pupils know. There is effective support for pupils who find reading more difficult. This helps them keep up with the pace of the programme. Books for younger pupils are carefully matched to their phonics knowledge. Older pupils learn the different skills that make up reading.

Pupils study all the subjects in the national curriculum. In each subject, leaders have planned the curriculum carefully so that new knowledge builds on what pupils already know. There is a logical progression of learning from the early years to Year 6. On a day-to-day basis, teachers ensure that they implement the curriculum as intended. For example, they make sure that pupils learn the key vocabulary in each unit of work. This helps pupils to remember their learning in the longer term.

Teachers have good subject knowledge. They present information clearly. Teachers use resources effectively and often imaginatively. For example, in Year 1, pupils learned well about the importance of camouflage for animals by looking in the playground for knitted caterpillars of different colours. In general, teachers check what pupils have learned effectively, for example by scanning their answers or asking questions of specific pupils in class. The school uses longer-term assessments of what pupils have learned to make improvements to the curriculum.

The school identifies the additional needs of pupils with special educational needs and/or disabilities (SEND) promptly and effectively. Children with additional needs in the early years receive exceptional support. Staff draw on detailed guidance to ensure that they meet pupils' needs well. As a result, pupils with SEND make secure progress through the full curriculum.

From the Nursery onwards, staff help pupils in an age-appropriate way to understand and manage their own feelings. Pupils respond well to the school's approach to behaviour. They recognise the need to take account of others, and understand the importance of saying sorry. Pupils take a pride in their work.

Pupils' attendance is below the national average. The school works tirelessly to address any barriers to coming to school. Leaders publicise the importance of attendance and work closely with individual pupils and their families to manage the start of the school day better. The rate of absence is falling slowly but consistently.

The planned programme of social and personal education teaches pupils about healthy relationships and how to keep themselves safe, including online. Through the choice of texts for study and subjects such as religious education, the school has taken important steps to widen pupils' social and cultural knowledge. Pupils recognise difference as being something to celebrate.

The school thinks carefully about improvement actions. It holds detailed knowledge of its strengths and areas for development. For instance, staff identified the need to provide children in the early years with more support for their early writing. They successfully adapted activities to better develop children's fine motor skills. Staff are well trained and contribute effectively to school improvement priorities. The school is considerate of their workload and values their views.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils are persistently absent. As a result, they miss out on important continuity of learning and many personal and social development opportunities. The school should increase its efforts to ensure that all parents understand the value of regular attendance and send their children to school regularly.

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	125653
Local authority	Warwickshire
Inspection number	10343899
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	239
Appropriate authority	The governing body
Chair of governing body	David White
Headteacher	Lisa Harrison
Website	www.allsaintscofeprimaryschoolandnursery.co.uk
Dates of previous inspection	17 and 18 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Coventry. The school received its last section 48 inspection of church schools in April 2024.
- The proportion of pupils with SEND is higher than that seen nationally.
- The school runs a Nursery provision for three-year-olds.
- The school runs a breakfast club and an after-school club.
- The school currently makes use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, including the special educational needs coordinator. They also spoke with staff about their experience of the school.
- The lead inspector met with two governors and spoke by telephone with the acting chair of governors. He spoke by telephone with a representative of the local authority and with a representative of the diocese.
- The inspectors carried out deep dives in these subjects: reading, mathematics, music and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- The inspectors spoke with pupils at social times and with groups of pupils more formally to gather their views about the school.
- 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 inspectors reviewed a range of documents. These included the school’s self-evaluation and school improvement plan, information about pupils’ behaviour and attendance and the school’s curriculum.
- The inspectors took account of responses to Ofsted Parent View and the free-text comments. The inspectors met with parents at the start of the second day of the inspection. The inspectors also considered responses to surveys for pupils and for staff.
- The lead inspector listened to a number of pupils from Years 1, 2 and 3 reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Sarah Dukes

Ofsted Inspector

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