

# All Souls Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103724
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	323888
<b>Inspection dates</b>	5–6 March 2009
<b>Reporting inspector</b>	Barbara Atcheson

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	200
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Walsh
<b>Headteacher</b>	Caroline Quinn
<b>Date of previous school inspection</b>	17 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Abercorn Road Coventry CV5 8ED
<b>Telephone number</b>	02476 675836
<b>Fax number</b>	02476 717375

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 March 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average sized school where the large majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is lower than average, as is the proportion of pupils with learning difficulties and/or disabilities. Their needs mainly relate to speech, language and communication difficulties, behavioural, emotional and social difficulties or autism. A small number of pupils from minority ethnic backgrounds are at an early stage of learning English as an additional language. The Early Years Foundation Stage comprises of a morning session Nursery and a Reception class. A voluntary management committee runs a breakfast, lunch and after-school club together with all-day Early Years care on the school site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has been through a very difficult time and is beginning to recover. The headteacher, supported by the local authority, has been instrumental in bringing this recovery about. Parents appreciate the headteacher's commitment. One parent, reflecting the views of many said, 'We are very fortunate to have a school which is so well led by our dedicated headteacher, she always has a warm and welcoming smile and a listening ear.' Over the last two years standards dropped because teaching has been inconsistent and at times inadequate. Consequently many pupils in Years 3 to 6 underachieved. In order to make the urgency of this situation apparent, the headteacher invited the local authority to review the school's provision. The judgement was that at the time, provision was inadequate. The school responded quickly. Well-considered changes were made to staffing, an incisive strategy was put into place and actions for improvement immediately implemented. As a result teaching is now satisfactory overall, pupils make satisfactory progress, and leadership is becoming more effective. However, the school is not complacent and realises that it has much work to do to make teaching good enough to enable all pupils to make good progress.

Currently, pupils start and leave the school with standards that are broadly average. Despite the fact that children get off to a good start in the Early Years Foundation Stage, progress slows in Years 3 and 4, where teachers' expectations of pupils are not high enough. Where teaching is good, pupils flourish and make rapid progress. However, not all teachers have a secure knowledge of the levels at which pupils are working. This makes it difficult for them to use assessment effectively to plan sufficiently challenging work that will enable all pupils, particularly the more able, to achieve their potential.

Pupils' personal development, including spiritual, moral and social development, is good because the curriculum promotes these dimensions well and the school provides good pastoral care. Pupils appreciate the many clubs that the school offers. Relationships are good throughout the school. As a result, pupils enjoy coming to school and have positive attitudes towards it and their work. They behave well and say that there is a friendly atmosphere. They have a good knowledge and understanding of the importance of adopting a healthy lifestyle and how to keep safe. Pupils' care, support and guidance are satisfactory. The care and welfare of pupils and their families is at the heart of the school's work. Academic guidance is less strong because inconsistent practice means that pupils are not as fully involved in improving their own learning as they might be.

The head and deputy headteacher lead a team of staff who are now clear about where the school's strengths and weaknesses lie. This, together with rigorous checks on how effectively developments are implemented, has ensured a continual focus on improvement and demonstrates the school's satisfactory capacity to improve. Most leaders are eager to embrace change. However, some are more reluctant to initiate sufficiently rapid improvement in their subject area. Governors work hard, are loyal supporters and realise their responsibilities in holding the school to account.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Early Years Foundation Stage is a strength of the school. Good induction arrangements ensure that children settle quickly and soon enjoy exploring the exciting activities on offer.

They are extremely well cared for and feel secure and valued in the warm, safe, stimulating environment. The staff understand each child's particular needs and because leadership is good they are fully committed to helping children progress well in their learning and personal development. A creative Early Years curriculum, combined with good teaching, encourages children to become independent learners. Although the outside area for both Nursery and Reception is small and there is no covered area, it provides a rich learning environment. Children delight in planting seeds outside and know that with time, their seeds will grow into vegetables. Adults are proficient at encouraging children to consolidate new skills, knowledge and understanding and so learning is secure. Regular observations and assessments are used to plan the children's next steps in learning and ensure a relevant balance of activities. Children with learning difficulties and/or disabilities are identified early and good associations with outside agencies help to support their needs. The school benefits from good relationships with the Early Years Care which is on the school site.

### **What the school should do to improve further**

- Accelerate the progress of all pupils, especially those in Years 3 and 4, with a particular focus on the achievement more able pupils.
- Raise teachers' expectations and ensure that they all have a secure knowledge of pupil levels and use assessment well to plan clear and sufficiently challenging work for all pupils.
- Ensure leaders at all levels and in all subjects take responsibility for rapid improvement in their areas by swiftly and effectively implementing plans into action which result in improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall. Children enter the school with typical skills and knowledge for their age. They make good progress to achieve standards that are above the expected level by the time they enter Year 1. This good progress continues in Years 1 and 2. Standards at the end of Year 2 have been consistently above average. However, in 2008, although the majority reached above average standards, a small number of newly arrived pupils from ethnic minority groups did not reach the required standards and this depressed the results. There is now a member of staff with responsibility for ethnic minority groups who ensures that suitable provision supports their learning. In 2008, Year 6 pupils reached average standards. As a result of the school's swift action to combat underachievement, progress is now good in Years 5 and 6, but only satisfactory in Years 3 and 4, where more able pupils do not do as well as they should. This is because teachers do not have high enough expectations of what these pupils can achieve. Suitable support for pupils with learning difficulties and/or disabilities ensures that they make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

The school's warm, friendly atmosphere encourages good relationships. Pupils respond well to good provision for their moral, social and cultural development and say there is little bullying and no racial abuse. Their clear understanding of cultural diversity is reflected in the way that

pupils who are new to the country are made to feel welcome and settle quickly. These social skills, together with suitable academic skills, are satisfactory preparation for the next stage in their education. Pupils have a good knowledge and understanding of how to keep themselves safe, and of what makes a healthy lifestyle. Behaviour is good. The youngest children look up to older ones as role models and the system of 'prayer buddies' helps them feel safe. The school has worked hard to improve attendance. Although it is currently satisfactory, there are a few families who fail to understand the importance of regular attendance. The school council provides pupils with good opportunities to develop their citizenship skills and make a positive contribution to their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In general, teachers plan and organise lessons satisfactorily and work is pitched at the correct level. Teaching assistants are used well to encourage pupils and help those who need extra support. Resources are often used imaginatively, helping to stimulate pupils' interest and enthusiasm. The best teachers match their expectations and the tasks to the pupils' ability, challenging them to improve. In classes where teaching is good, pupils know that they have clear targets to raise the level of their work and can check their own progress. However, not all teachers are using assessment consistently or accurately enough to plan in this way. Consequently their expectations of what pupils could achieve are not high enough. This means that work is not always appropriate for pupils of differing ability and so they fail to make sufficient progress. Teachers and pupils mark work regularly but teachers are not consistent enough in informing pupils of their progress towards targets or in setting further challenges.

### **Curriculum and other activities**

#### **Grade: 3**

Pupils enjoy stimulating topics that include the rich use of storytelling, role play, visits and an often creative approach to themes such as space exploration or the ancient Greeks. Teachers use information and communication technology (ICT) effectively to develop pupils' skills and interest in writing and aspects of mathematics. Whilst the school's work with more able pupils in English is reflected in an increased number reaching higher levels, the school recognises that the curriculum, particularly in mathematics and science, is not yet sufficiently adapted to challenge more able pupils and support the gifted and talented. Pupils' interest in the environment and the world beyond their immediate experience is stimulated, giving them the incentive to help people who are less fortunate than themselves and to learn about other parts of the world. There are fewer opportunities for pupils to meet or interact with people with attitudes and cultures that are different from their own.

### **Care, guidance and support**

#### **Grade: 3**

Parents appreciate the care and commitment that the school has in relation to all the pupils. Consequently pupils feel safe and confident in talking with any adult. Child protection and health and safety procedures are securely in place and regularly reviewed. Induction processes for new pupils and the preparation for the next phase of schooling are good. The school's systems for assessing standards, keeping pupils informed of their progress, and telling them

what they need to do to improve are at an early stage of development and inconsistently applied. As a result, pupils are not always as involved as they might be in improving their own learning. The school works hard to improve attendance and is developing strategies to tackle persistent lateness and absence by a small percentage of pupils. The school also works hard to engage the support of the appropriate outside agencies in this and other care and welfare issues.

## **Leadership and management**

### **Grade: 3**

The headteacher has effectively established a clear direction for the school by putting into place a carefully planned programme of professional development and establishing a structure within which leaders can develop their roles. Initiatives are monitored to check that they are securely implemented. Senior leaders are clear about their roles and responsibilities and are becoming better equipped to support the headteacher in her endeavours. The clear vision and passion for improvement of the leader for Early Years have resulted in good provision; however, not all subject coordinators are taking a sufficiently strong lead in the drive for excellence. Governors have put actions into place to improve their knowledge and understanding of the school and the extent to which they hold the school to account. The school makes good links with parents, and works hard to engage with other agencies that support its pupils. Provision for community cohesion is satisfactory. The school's work is strongest within its own locality, but weaker in presenting a more global picture and providing opportunities for pupils to meet other cultures.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of All Souls Catholic Primary School, Coventry CV5 8ED

Thank you for the friendly way you welcomed us to your school for the recent inspection. We enjoyed talking to you and visiting your classrooms. You have given us lots of helpful information. We think your school is a satisfactory school and these are the things you do well.

- You enjoy coming to school.
- You behave well.
- You have a good understanding of healthy lifestyles.
- You have a good understanding of keeping safe.
- You enjoy your responsibilities, and know that you contribute well to school life.
- Your teachers look after you very well.

The school is working hard to make things even better for you. We have asked the school to do three things.

- Make sure that you all work harder and do your very best work, especially those of you in Years 3 and 4, and those of you who find work easy.
- Make sure that teachers always expect your best work and make sure that they know exactly what level you are working at so that they can plan the right sort of work that will help you to do your very best.
- Make sure that those teachers with responsibilities for subjects get to work immediately so that they can make the right improvements that will help you learn as much as you can. We hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Thank you again. We wish you continuing success.

Yours sincerely

Barbara Atcheson

Lead inspector