

All Saints CofE Primary School and Nursery, Nuneaton

Inspection report

Unique Reference Number	125653
Local Authority	Warwickshire
Inspection number	332281
Inspection dates	25–26 February 2009
Reporting inspector	Chris Kessell

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	160
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
Appropriate authority	The governing body
Chair	Brian Fulleylove
Headteacher	Sally Kaminski-Gaze
Date of previous school inspection	23 April 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Knebley Crescent Nuneaton CV10 7AT
Telephone number	024 76382123

Age group	3–11
Inspection dates	25–26 February 2009
Inspection number	332281

Fax number

024 76320531

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

All Saints is a smaller than average size primary school. The vast majority of pupils are from White British families. A few pupils come from other ethnic backgrounds. The number of pupils who either leave or join the school, other than at the normal times, is high. The proportion of pupils known to be eligible for free school meals is above average, as is the percentage identified with learning and behavioural difficulties. The Early Years Foundation Stage is made up of Nursery and Reception classes. At the time of its last inspection, the school was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school has made some important improvements in its provision since its last inspection and its overall effectiveness is now satisfactory. There is a strong sense of team work across the school which has contributed to the headteacher and senior leadership team being able to do the right things to tackle the school's weaknesses. The pupils are well motivated and there are good classroom relationships. Successful initiatives, such as its 'Good to be Green', have led to significant improvements in behaviour, which is now good. Through the school council, pupils contribute effectively to the running of the school and they are proud of what they do. In the words of one pupil, 'We discuss issues with our classes and take our ideas back to the council and this has made a difference.' Pupils' personal development and well-being are satisfactory.

Teaching is satisfactory overall and results in satisfactory learning and achievement. Inadequate teaching has been eradicated. Standards are steadily improving, although they are below average at the end of Year 6. Standards are weaker in writing than reading and mathematics. Many of the older pupils are still catching up as a result of underachievement in the past. They have not benefited from the improving standards now seen in Years 1 and 2. Children get off to a satisfactory start in the Early Years Foundation Stage. They make good progress in their personal development.

One of the noticeable improvements in the quality of teaching is the increased level of challenge offered to pupils and the improving number of good lessons. However, there is still not enough good teaching to ensure that pupils' achievement is good overall. The school has significantly improved its tracking of pupils' progress, although this assessment information is not always used effectively to ensure that all pupil groups make good progress in every lesson. So, for example, lower attainers can find their work too difficult whilst others find activities too easy.

Care, guidance and support are satisfactory, with strengths in the quality of pastoral care. Pupils are provided with a satisfactory curriculum. Understandably, the school has focused in the recent past on improving its English and mathematics provision. Lessons in these subjects are well organised but there are insufficient opportunities for pupils to develop their literacy and numeracy skills in other subjects. Pupils with learning or behavioural difficulties generally make the same levels of progress as their classmates. However, the quality and use of their individual education plans varies quite considerably and does not always contribute to their learning. There have been improvements in the guidance offered to pupils on how to improve their work and reach their individual learning targets. Whilst many pupils talk confidently about their targets and the advice they are given to improve, this is not consistent across the school.

Leadership and management are satisfactory. There has been a determined drive by the headteacher to improve pupils' achievement and the quality of provision. She has been well supported by the senior leadership team and governors in this process and through the commitment of all staff and governors to improvement. There is a far greater sense of purpose in the school than at the time of the previous inspection and improvements in teaching, pupils' achievement and behaviour demonstrate the school's satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's attainment on entry to the Nursery is well below the expected levels for their age. Their communication, language and literacy skills are low. Standards by the start of Year 1 are well below average. Enthusiastic and friendly adults support children effectively. This contributes successfully to children's good personal development and ensures children are settled and enjoy school. This is the view of parents who identify that their children are happy and that Nursery and Reception staff 'care for the children well'. Children quickly choose activities and work well together and independently. There is an appropriate balance of activities that the children select for themselves and those led by adults. Relationships are good. Children are assessed regularly and planning is adapted to meet the needs of individuals and their interests. Teaching is satisfactory overall, although it is often good in the Reception class. Provision in the outdoor area is restricted by the lack of space. Plans are in place to improve this and develop resources. Leadership of the provision is satisfactory. There is a clear understanding of what needs improving and a good action plan has been produced to address shortcomings in the outdoor provision and weaknesses in children's communication skills.

What the school should do to improve further

- Raise standards in writing across the school.
- Ensure that teachers make better use of assessment information so that all groups of pupils make good progress all of the time.
- Monitor and review the use of pupils' individual education plans more effectively.

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

The concerted effort of staff to tackle underachievement, through better teaching and effective tracking of how well pupils are doing, is beginning to have a positive impact. However, despite pupils' progress accelerating in all year groups there is still not enough good teaching to ensure that this happens consistently. Consequently, pupils are leaving school with below average standards although they have often made good progress in Years 5 and 6. Writing remains a weakness across the school. As a result of good teaching in Year 1, pupils are now making more rapid progress when they leave the Early Years Foundation Stage. Standards in Year 2 are slowly edging upwards and nearer to average levels. These improvements have yet to make a difference at Key Stage 2. Pupils with learning difficulties receive effective support so that they are able to make satisfactory progress. Challenging academic targets are set by the school but the pupils do not always reach them.

Personal development and well-being

Grade: 3

Pupils develop healthy lifestyles and know that they benefit from eating healthily and taking exercise. Aerobics club, for example, 'is really fun and keeps you fit'. Pupils feel safe and secure and know what to do if they have a worry. They develop a sound understanding of the dangers they may face in everyday life. Most pupils enjoy school and attendance rates are improving

as a result of the school's hard work in this area. However, they still remain below average. Through the school council, pupils contribute effectively to the school community although their links with the wider community are more limited. Pupils appreciate the efforts that have been made to improve behaviour since the school was last inspected and feel that these have had a positive effect. Moral and social development is good and reflected in the pupils' behaviour and the good relationships pupils develop with each other and their teachers. Pupils' awareness of different cultures and beliefs is not so strong. Group work and paired activities, for example to improve speaking and listening skills, work well in classes. Pupils' improving progress in developing basic skills, confidence and responsibility means that pupils are satisfactorily prepared for the next stage of their education and later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching, which is satisfactory overall, has positive features in all classes. Classes are well managed and relationships are strong. Good use of praise successfully boosts pupils' self-esteem which means that pupils of all abilities are prepared to have a go in lessons. Teachers are very aware of the need to provide challenge for the wide range of abilities in each of the classes, but they do not always pitch work at the right level for all pupils. When this happens, learning for a small minority of pupils slows. Teaching assistants make an effective contribution to pupils' learning, especially for those with learning and behavioural difficulties. This ensures these pupils are able to join in most class activities. Teachers mark pupils' work conscientiously but do not always give enough guidance about how work can be improved.

Curriculum and other activities

Grade: 3

Planning for literacy and numeracy is detailed and thorough with a wide range of activities to keep pupils' engaged. However, the staff recognise that the curriculum overall could be made more interesting and relevant. As a result, better links are being developed between subjects to produce topics that will further motivate pupils. Currently, there is not enough emphasis placed on developing pupils' literacy and numeracy skills in other subjects. There is a satisfactory range of outings, visitors and after school activities which pupils say that they enjoy.

Care, guidance and support

Grade: 3

The school provides good pastoral care and has effective procedures in place to support pupils who find school life difficult and challenging. Child protection and safeguarding procedures meet requirements. Behaviour and attendance have improved since the previous inspection and links with parents and carers are developing. The learning mentor is effective in these areas. Pupils with learning and behaviour difficulties make satisfactory progress as a result of the effective support they are offered. Their individual education plans are not always of good enough quality to support this process. The school has improved its assessment and tracking systems. It is in a good position to take prompt and effective steps if a pupil's progress falters. Pupils have targets for improving their work. Discussions with pupils show that, although many have a suitable understanding about what they need to do to reach their targets, there are still too many pupils who are unsure of them.

Leadership and management

Grade: 3

The school has improved steadily because leadership and management have improved and are now satisfactory. The monitoring of provision has become far more effective and provides a better picture of what is going well and what needs improving. The headteacher and senior leadership team have contributed significantly to school improvement, although leadership across the wider staff is less well developed. There is a satisfactory contribution to community cohesion. The school has analysed its position and involvement in the wider community but pupils have limited opportunities to meet with others from different backgrounds. Governance is satisfactory. Governors are supportive and prepared to challenge senior managers. They are developing systems so they can have a greater involvement in monitoring the work of the school. Although statutory requirements are met, governors do not always sufficiently evaluate the impact of school policies and ensure that they are kept up to date.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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

27 February 2009

Dear Pupils

Inspection of All Saints CofE Primary and Nursery School, Nuneaton CV10 7AT

Thank you for making us welcome when we visited your school. Your school has improved since it was last inspected and we have decided that inspectors do not need to visit every term to check how things are going. All the staff work hard to help you learn and the school is now providing you with a satisfactory education.

You are now all making satisfactory progress. Standards in English and mathematics are improving, although your writing is not as good as your reading. We have asked the headteacher, staff and governors to look at this so that your writing improves. We were very impressed by your good behaviour and the way you work together sensibly in your groups. There are occasions when some of you either find your work too easy or too hard. When this happens it prevents you from making good progress, so this is another area that we have asked the school to improve.

You told us that you feel safe in school and well looked after. The school council works hard to improve things for all of you. A small minority of you need extra help and support with your work. The targets and planning you are given are not always as well organised as they could be. This is another issue we have asked staff to look at.

You can help the staff and governors by continuing to behave well, coming to school regularly and working hard.

Best wishes for the future.

Yours faithfully

Chris Kessell

Lead Inspector