

All Saints Church of England Primary School

Inspection report

Unique Reference Number	103702
Local Authority	Coventry
Inspection number	355437
Inspection dates	29–30 September 2010
Reporting inspector	David Shears

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Sandra Dixon
Headteacher	Diane Spring
Date of previous school inspection	5 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, saw seven teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 68 parents and carers, 96 pupils and 23 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How much progress do pupils make, particularly in mathematics for pupils with special educational needs and/or disabilities, writing for all pupils and the progress pupils who speak English as an additional language are making?
- How effective are leaders and managers in identifying, monitoring and evaluating specific areas of development to ensure better progress?
- How well is the school tackling attendance and is this having a positive impact?
- What is the quality of planning and assessment in the Early Years Foundation Stage and is it enabling all groups of children to make good progress?

Information about the school

All Saints is a smaller than average sized primary school. The majority of pupils are of White British origin, with a few who are of Black or Asian heritage. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; their needs are varied, including speech, language and communications difficulties and behaviour, emotional and social difficulties. A small minority of pupils speak English as an additional language, a few of whom are at the early stages of learning English. Early Years Foundation Stage provision is made up of one Reception class. The school has received the Healthy Schools award. Three of the eight teachers are new to the school this term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

All Saints is a satisfactory school. This is because pupils make satisfactory gains in their learning, although this is improving. Attainment both at the end of Key Stage 1 and Key Stage 2 is rising because the school has made considerable improvements to the curriculum, making it more exciting, and giving pupils a wealth of experiences, which are then used to develop, literacy, numeracy and computer skills. Pupils enjoy writing more and, consequently, are now beginning to make better progress. Senior leaders have led staff, along with the support of outside consultants, to plan blocks of work more effectively and have implemented a whole school approach, including the use of 'talking partners', where pupils discuss ideas in pairs, which is now established through the school. Lessons are monitored, although they do not sufficiently focus on the school's priorities for improvement. Other monitoring such as looking through pupils' work is of a better quality, although the school recognises that identified areas for improvement are not consistently followed through. The rise in progress and attainment, as a result of appropriate self-evaluation based on satisfactory monitoring, demonstrates a satisfactory capacity for improvement.

Pupils are keen to learn and have good relationships with staff, resulting in good behaviour during lessons. Although lessons are planned to motivate pupils, in the lessons observed too much time is spent listening to the teacher, rather than working individually or in groups. The assessment of pupils is secure and teachers use this information to plan lessons. However, not enough use is made of assessment, both during and between lessons, in order to move learning forward for all pupils. Consequently, activities for groups of pupils do not consistently build on their previous knowledge and skills, which limits the progress they make in lessons.

The care of pupils is a strength of the school. Pupils say that they enjoy school and feel well looked after, reflected by one pupil who said, 'Teachers take care of you.' As a result, pupils learn to show care towards others. They take responsibilities in school such as the older pupils being peer mediators in the playground. They also make a good contribution to the wider community, by for example, entertaining the elderly in a local home and their involvement in litter picking around the local area. They raise money to support a variety of charities, including Birmingham Children's Hospital and responding to the Haiti appeal.

The school has good relationships with parents and carers, most of whom speak highly of the staff. Even so, too many take pupils out for holidays during the term and consequently attendance is low and persistent absence too high. The school has a wide range of measures to encourage attendance, including certificates, and has employed an attendance officer who diligently monitors and follows up absences. As a result, attendance has improved over the last three years and persistent absence overall is reducing.

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What does the school need to do to improve further?

- Raise the attendance of pupils, including those who are persistently absent, so that it compares favourably with the national average, by further working with parents and carers to help them appreciate the importance of attending the school regularly.
- Improve teaching and learning and so raise progress by ensuring that:
 - on-going assessment during and after lessons is used effectively to plan future activities that consistently meet the needs of all pupils
 - pupils spend more time learning independently
 - questions asked during whole class teaching provide sufficient challenge for all groups of learners
 - marking shows pupils the next steps in learning, particularly in mathematics, and that they are given the opportunity to respond.
- Ensure that all leaders and managers focus more closely on clear priorities when monitoring lessons and consistently review areas of development to demonstrate that they have an impact on pupils' learning and well being
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children begin school with skills and knowledge that are below expectations in most areas, and low in aspects of communication, language and literacy. They make good progress in the Early Years Foundation Stage, entering Year 1 in line with national expectations in all areas except writing, which is still below. They make satisfactory progress in Years 1 to 6, although this is improving. The progress made by different groups of pupils, including those from minority ethnic groups, is in line with their peers. In particular, pupils with English as an additional language make satisfactory progress, because they are well supported. Pupils with special educational needs and/or disabilities make satisfactory progress overall, although it is stronger in English than mathematics. New interventions have been put in place to improve pupils' progress in mathematics, although it is too early to assess their impact. Pupils with behavioural, emotional and social difficulties are supported well in their learning and, consequently, also make satisfactory progress. This demonstrates that all groups of pupils achieve satisfactorily.

Pupils have a good understanding of what it means to be healthy. They eat fresh fruit and take plenty of exercise. The very large majority of pupils behave well both in lessons and on the playground. This is because they enjoy learning. For example, children in Reception enjoyed looking at leaves and going outside to find their own evidence of Autumn. In Year 6, pupils enjoyed creating their own newspaper reports using information and communication technology. Pupils' spiritual, moral, social and cultural development is good in all areas. They have a clear understanding of right and wrong and are keen to apply this to their own lives. Pupils are encouraged to think about their world and its communities. Opportunities to experience a Sikh temple, and to visit Coventry City football club, broaden their understanding of a range of cultures. In particular, pupils have been

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learning about what it means to embrace reconciliation and experience peace, through exploring the Blitz and the resulting consequences for the people of Coventry. To mark this, they were involved in leading a service in Coventry Cathedral.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers use learning objectives and success criteria for each lesson so that pupils know what they are expected to achieve. Targets have been set for each ability group in all classes and these are clearly displayed to remind pupils of these. Interactive whiteboards are used effectively to enliven the teaching and aid learning. However, in some lessons pupils are expected to listen to the teacher for too long and consequently do not have enough opportunity to practise and demonstrate their learning by working independently. Teachers use questions to check understanding, but these are not consistently targeted at pupils of different abilities to ensure that all are sufficiently challenged. Clear marking in English shows what pupils did well and comments on what could be improved. This good practice not been developed well enough in mathematics. There are not enough opportunities for pupils to respond to marking and make improvements.

The needs of pupils of all ability groups are met through the curriculum. For example, pupils identified by the school as gifted and talented are given opportunities to extend their learning in art, maths, music, literacy and physical education. There are appropriate links between subjects and the school is currently improving the way that the curriculum is

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planned to build pupils' skills systematically from one year group to the next. The practising of basic literacy skills is well established, although those in mathematics are more limited. A good range of extra-curricular activities is available for pupils and these provide further enrichment to the curriculum.

Pupils for whom circumstances make them vulnerable receive good support and the school makes effective use of support agencies to enhance this. A learning mentor has been appointed to work with groups of pupils who require a boost to their learning, and their progress is carefully tracked, both in terms of personal development as well as their academic achievement. The school has good strategies to manage the behaviour of a few pupils who find this difficult. There are good transitional arrangements when children start school and when pupils move to secondary education. A number of pupils join the school at various points in the year. The school reacts rapidly, ensuring that they settle in quickly and, if necessary, receive targeted support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have a clear understanding of the school's strengths and areas for development. The school development plan shows how weaknesses are being tackled and sets priorities for improvement. Nevertheless, leaders do not sufficiently focus on these when monitoring, particularly in lesson observations. They also do not review areas for development consistently enough to show their impact on pupils' learning and well being. Challenging targets are set for pupils and these are increasingly being met. Leaders track the progress of pupils through assessment and hold pupil progress meetings termly to discuss this with teachers. Any pupils who are identified as at risk of underachievement are given extra support. This, coupled with the rise in progress demonstrates a satisfactory drive for improvement. The school promotes equality of opportunity and tackles discrimination well. Leaders carefully track the progress and well-being of groups of pupils, including those who are potentially vulnerable, and tackle any differences in performance successfully. Consequently, well targeted care and support mean that those whose circumstances make them vulnerable are making better progress and are closing the gap with their peers.

Governors are well informed and have a good knowledge of the school. They support the school well and visit lessons to supplement their understanding. They use data to challenge the school, although do not sufficiently focus on specific areas to assess whether strategies the school uses are effective. There are very positive links with parents who speak highly of the school. A wide range of partnerships have been established to

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support all pupils in a variety of ways, from those with special educational needs and/or disabilities to those who are gifted and talented. For example, a link with another school in a rural locality gives pupils an understanding of a different way of living. Community cohesion is good because the school understands its own diverse community and is eager to celebrate others cultures and faiths. The impact of this is seen in the way in which pupils noticeably work and play well together. Their understanding of the local community is strong and the school is developing more links, particularly internationally to broaden their thinking.

Good safeguarding arrangements are in place and are well documented. In particular procedures for the protection of children are rigorous in ensuring that pupils are kept safe. For example the school works well with pupils and parents to discuss any issues and provide appropriate support.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

There are good arrangements to introduce children to the class before they begin the reception year, so that by the time they start, most are already familiar with the school and settle quickly. Relationships with parents are very positive. Pupils are assessed accurately and the teacher plans work that will support their learning. Those with special educational needs and/or disabilities are identified early and given particular targets to help them improve. As a result all children make good progress.

The curriculum is planned so that all areas of learning are developed through a balance of adult led and child initiated learning. Topics follow the interests of children, giving them an enthusiasm for learning. The outdoor area is used well to enhance their learning.

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The Early Years Foundation Stage is led well and good use is made of the analysis of data. For example, it was noted that boys achieved less well in creative development resulting in plans being adapted to encourage boys to participate more fully. The school has recognised the need to improve the transition from the Early Years Foundation Stage into Year 1, so that the good progress that children make continues to be built on.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. Almost all agreed that their children enjoyed school and felt safe. A similar number said that their child's particular needs were well met through the good teaching. A few parents felt that the school did not inform them well enough of their child's progress. Inspectors found that there was an appropriate range of opportunities for parents to find out about their child's progress. Targets for pupils are also sent home to inform parents of what their children are expected to achieve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	68	21	31	1	1	0	0
The school keeps my child safe	46	68	21	31	1	1	0	0
My school informs me about my child's progress	39	57	22	32	5	7	1	1
My child is making enough progress at this school	36	53	29	43	2	3	0	0
The teaching is good at this school	41	60	26	38	1	1	0	0
The school helps me to support my child's learning	36	53	28	41	2	3	0	0
The school helps my child to have a healthy lifestyle	37	54	28	41	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	41	28	41	1	1	0	0
The school meets my child's particular needs	37	54	30	44	0	0	1	1
The school deals effectively with unacceptable behaviour	33	49	27	40	3	4	1	1
The school takes account of my suggestions and concerns	28	41	29	43	4	6	0	0
The school is led and managed effectively	32	47	33	49	2	3	0	0
Overall, I am happy with my child's experience at this school	45	66	20	29	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2010

Dear Pupils

Inspection of All Saints Church of England Primary School, Coventry, CV1 2AF

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your school.

You told us that you enjoy school. Your teachers give you interesting first-hand experiences and this is helping you to improve your skills, particularly in literacy. All the adults in your school care a lot about you, which helps you to feel safe. We were impressed with the way in which you get on well with each other, both in lessons and on the playground. Well done!

We found that you go to a satisfactory school, because you make satisfactory progress, although we have noticed that this is improving. We have asked your teachers to make sure that you are all challenged well in lessons through the questions they ask you, and to give you more time to work independently. We also want them to show you how to improve when they mark your work, particularly in mathematics and to check in and after lessons how much you have all learnt. You can help by telling your teacher if you find the work too easy or too hard. We have asked the school's leaders to look more carefully in lessons to check that they help all of you to make good progress.

Lastly, we want your school to make sure that you come to school every day when you are not too ill so that you can learn as much as you can. You can help by telling your Mums and Dads how important it is for you to be in school every day.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

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