

# All Saints' CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	125666
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359920
<b>Inspection dates</b>	3–4 March 2011
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Pool
<b>Headteacher</b>	Richard Machin
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Nelson Avenue Warwick CV34 5LY
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<b>Email address</b>	admin3154@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all eight teachers and visited 16 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress, curricular planning documents, safeguarding procedures, evidence of lesson observations and information from questionnaires completed by pupils, staff and 55 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do the leaders at all levels support teachers to ensure good progress in all classes?
- How effectively are pupils with special educational needs and/or disabilities supported to enable them to achieve well?
- To what extent are parents and carers involved in the school's work and their children's learning?

## Information about the school

The school is smaller than the average primary school. The vast majority of pupils are of White British heritage and almost all pupils speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is higher than in most schools. An average proportion of pupils are known to be eligible for free school meals. The school has recently gained Enhanced Healthy Schools status and the Activemark award and is a member of the Children's University.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils achieve well and leave as confident, well-rounded citizens. They enjoy school and attendance rates are very high. They say they feel extremely safe because adults take such good care of them and make them fully aware of the potential hazards of, for example, unsupervised use of the internet, fire and crossing busy roads. 'My daughter is provided with a loving, caring learning environment where children are encouraged to think for themselves' was a typical comment reflective of many parents and carers. Pupils enjoy taking responsibility for their community and they do it well. For example, members of the school council act as play leaders and played a leading part in designing the outside play areas. Pupils' spiritual, moral, social and cultural development is outstanding. They reflect very deeply on issues such as poverty in developing countries, develop a very sharp sense of right and wrong and have an excellent awareness of environmental issues that affect their school and other communities. The vast majority of pupils behave well and this has a good impact on how much they learn in lessons.

The lively, well-informed teaching means that pupils make good progress. Standards are improving year by year and by the end of Year 6 they are above average in English and mathematics. A particular highlight is in writing because pupils are taught how to make their stories and factual accounts interesting for the reader. Pupils appreciate the way that their teachers make learning enjoyable and, as one put it, 'are really good at helping us when we find the work hard.' There are, nevertheless, some inconsistencies that make teaching and learning good rather than excellent. For example, while there is some outstanding teaching when pupils make rapid progress, there are a small minority of lessons where teachers talk for too long, or allow a few pupils to distract others because the rules for good behaviour are not made clear.

Pupils with special educational needs and/or disabilities make good progress and many do particularly well in their reading. Their needs are identified accurately, they are supported effectively in class and have good opportunities to work on their own and develop their independent learning skills.

The school has done much to improve the curriculum over the last year and pupils speak highly of the topics that knit together a wide range of subjects. The excellent focus on healthy living means that pupils develop a very clear awareness of the need to eat nutritious food and take regular exercise. The curriculum is enriched by a wide range of visits and visitors and provides many opportunities for pupils to enhance their talents in sport and creative activities.

The strong leadership by the headteacher and senior leaders is an important reason for the school's success. Their effective use of data on pupils' performance means that weaknesses are quickly rectified and pupils consistently achieve their challenging targets.

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Subject leaders provide satisfactory support to other staff but have little involvement in checking on the quality of teaching and learning in their areas of responsibility in order to raise standards even further. The school manages its budget well and provides good value for money. It has made good improvements since the last inspection, particularly in the use of assessment and standards in writing. This track record, together with the accurate self-evaluation systems and the headteacher's high expectations of pupils and staff, means that there is a good capacity to improve further.

**What does the school need to do to improve further?**

- By December 2011, raise the quality of teaching and learning so that most lessons are as good as the best by:
  - ensuring a fast pace in lessons so that pupils move swiftly from one task to the next
  - applying the rules for good behaviour consistently to enable pupils to make the most of their time in lessons.
- Develop the role of subject leaders by:
  - supporting them to provide teachers with detailed analyses of the progress of all groups of pupils in their subject
  - giving them more opportunities to evaluate the quality of teaching and learning first hand.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress from levels of attainment that are below expectations on entry to the school. Their reading improves rapidly because they learn quickly how to tackle unfamiliar words and improve their fluency. Their speaking and listening skills develop very well, and those in Year 6 excelled when debating whether graffiti was good for society or a menace. Their good writing skills were evident as they produced exciting stories around the theme of science fiction and 'newspaper reports' describing the horrors of the bombing of London in the Second World War. Their above average attainment in mathematics was also evident when they counted swiftly in multiples of eight and conducted detailed investigations into the relationship between fractions and decimals. There is no difference in the progress of pupils from different backgrounds, or of different abilities or genders.

Pupils' good personal development makes an important contribution to their academic progress. They are sensitive to the needs of others and are quick to applaud those who do well. They nearly always concentrate hard in lessons, although occasionally they start to fidget and chatter when they have been sitting listening to the teacher for too long. Pupils are well-prepared for the future because of their good progress, strong sense of teamwork and enthusiastic involvement in enterprises that raise funds for the school and charities.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

The vast majority of parents and carers are full of praise for the 'dedicated' and 'often inspirational' teaching that accounts for their children's good progress. Pupils appreciate the way teachers use technology such as the interactive whiteboards to help them grasp difficult concepts or show video clips that add humour to lessons. The teaching of basic English and mathematical skills is consistently good and pupils grow in confidence in the reading, writing and number skills as they move through the school. Where learning is slower, teachers are inconsistent in the way they handle pupils who call out rather than put their hands up, or keep them sitting on the carpet for too long so they become restless.

Teachers assess pupils' work rigorously and use the information well to identify and support those whose progress is too slow. Their marking is helpful and shows pupils clearly what they need to do to improve.

The curricular planning that links subjects together makes learning interesting for pupils and helps them explore topics in some depth. For example, Year 3 pupils clearly had fun and gained much from learning about chocolate. They used their scientific skills when melting chocolate, learned about the Aztecs who cultivated it and produced graphs of their preferences for different brands. The curriculum is enhanced by pupils' involvement in the Children's University when they follow courses in subjects such as horticulture, engineering and sports science.

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The well-planned personal, social and health education provision ensures that pupils gain a thorough awareness of health and safety issues and understand how their actions affect others. The effectiveness of this provision has been recognised by the school gaining Enhanced Healthy Schools status and the Activemark award.

Parents and carers are unanimous that the school cares for their children well. Pupils whose circumstances make them vulnerable benefit from sensitive support and the school makes good use of a wide range of professionals to meet their particular needs. There are rigorous procedures to encourage good attendance that account for the very low rate of absences. Although inconsistently applied, the systems for encouraging pupils' good behaviour are well designed.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher leads with a clear vision for the school's future and an equally strong commitment to pupils' spiritual and academic development. The priorities for improvement are ambitious and relevant to the school's needs. Systems for evaluating the quality of teaching and learning, though carried out almost solely by the senior leaders, are rigorous and provide teachers with valuable guidance on how they can improve their lessons. Subject leaders are beginning to take responsibility for attainment in their areas of responsibility, but seldom analyse it in order to identify improvement for themselves and give other teachers a clear picture of how classroom practice influences progress.

The school's good commitment to equal opportunities is evident in the way the leaders monitor the progress of groups of pupils by gender, race and social background. The recent improvements in the achievements of boys in writing are testament to the effectiveness of these systems.

The school has good partnerships with others in the area that help provide cost-effective opportunities for training and the sharing of expertise. These have helped raise attainment in subjects such as writing and mathematics and make the transition to secondary school a positive experience. Parents and carers are delighted at the way all staff make their children feel valued. They feel well-informed about the school's work and support social events with enthusiasm. However, only a few attend events to inform them about the curriculum.

The governing body provides good support and challenge to the school. Its members have a good awareness of the school's strengths and weaknesses and are not afraid to hold the

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leaders to account. They ensure that safeguarding requirements are met well. Systems are robust and reviewed regularly.

The school promotes community cohesion well. Productive links with a school in Sierra Leone give pupils a good awareness of life in a different culture, and they gain first hand experience of different faiths and lifestyles through visits and visitors as part of the curriculum.

*These are the grades for leadership and management*

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

## Views of parents and carers

Parents and carers who responded to the questionnaire are particularly appreciative of the way the school keeps their children safe and teaches them about healthy living. Nearly all feel the teaching is good and they are kept informed of their children's progress. They believe the school meets their children's particular needs and those with a child with learning difficulties are pleased with the support provided. The inspection findings were in line with these comments. A small minority of parents and carers comment that sometimes the teachers do not manage behaviour well enough. Inspectors saw no disruptive behaviour, but noted that teachers do not always take a consistent approach to minor behaviour issues.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints' CofE Junior 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	69	15	27	2	4	0	0
The school keeps my child safe	33	60	21	38	0	0	0	0
My school informs me about my child's progress	22	40	31	56	2	4	0	0
My child is making enough progress at this school	27	49	23	42	5	9	0	0
The teaching is good at this school	28	51	24	44	3	5	0	0
The school helps me to support my child's learning	19	35	30	55	5	9	0	0
The school helps my child to have a healthy lifestyle	27	49	26	47	0	0	0	0
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)	25	45	24	44	3	5	0	0
The school meets my child's particular needs	23	42	30	55	2	4	0	0
The school deals effectively with unacceptable behaviour	18	33	27	49	7	13	1	2
The school takes account of my suggestions and concerns	22	40	27	49	4	7	0	0
The school is led and managed effectively	30	55	19	35	6	11	0	0
Overall, I am happy with my child's experience at this school	29	53	24	44	2	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 March 2011

Dear Pupils

**Inspection of All Saints' CofE Junior School, Warwick, CV34 5LY**

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and hearing you sing in assembly so beautifully. Those who dressed up as part of World Book Day showed how much you enjoy reading. The many who were kind enough to speak to us showed how much you like school. You think yours is a good school and the inspectors agree.

You nearly always behave well, although sometimes you lose concentration and miss what the teacher is saying. Your knowledge of how to keep safe is excellent and you make good progress in your work. You think very deeply about those who are less fortunate than yourselves and are good at looking after those in school who are lonely or upset. The school provides an interesting range of activities for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are good at helping you when you find things difficult. All staff at the school take good care of you.

Your leaders are always looking for ways to improve the school. These are the improvements we want them to make.

Make sure that you always work at a fast pace and that you all know the rules for good behaviour. You can help by concentrating hard and always remembering to put your hand up to answer a question.

Ask the teachers in charge of subjects to check more carefully on how well you are learning and help you make even faster progress.

Best wishes for the future, and remember to listen very carefully to your teachers.

Yours sincerely

Terry Elston

Lead inspector

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