

All Saints Church of England Primary School

Strathmore Avenue, Coventry, CV1 2AF

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievements in reading, writing and mathematics at the end of Year 2 have been below average for two years.
- Progress is not as good as it should be in most classes.
- Not enough pupils are making the progress they should in mathematics by the end of Year 6.
- Teaching is not consistently good enough to ensure that all pupils learn the skills they need sufficiently well.
- Not all pupils show respect and courtesy towards each other. A very small minority demonstrate disruptive behaviour in lessons.
- Although leaders, at all levels are strongly committed to making the necessary improvements and are taking the right actions, it is too early to measure fully the effectiveness of their actions on pupils' achievement.

The school has the following strengths

- Attendance has much improved over the past three years so that it is now above the national average.
- Disabled pupils and those who have special educational needs make good progress because of the very precise help and support they receive.
- Pupils make good progress in Years 5 and 6.
- The leadership of teaching and the management of staff performance are very closely linked to training opportunities. As a result, teaching is improving.

Information about this inspection

- Inspectors observed 15 lessons taught by nine teachers.
- Meetings were held with parents and carers, senior leaders, staff, the Chair of the Governing Body and representatives from the local authority.
- Inspectors talked to groups of pupils and listened to them read.
- The school’s safeguarding policies, improvement plans, governing body meeting notes, samples of pupils’ work and records of their progress were looked at carefully.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View) and replies from the 10 staff questionnaires. Other parent and carer views were sought at the start of the school day.

Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

Lucy Maughan

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- A well above-average proportion of pupils come from minority ethnic heritages and speak English as an additional language.
- An above average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The percentage of pupils supported by school action is above average. The proportion of pupils supported by school action plus or with a statement of educational needs is well above average.
- The number of pupils joining and leaving the school at different times during the year is well above that normally found.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been significant changes in teaching staff. The headteacher took up his post in January 2012.

What does the school need to do to improve further?

- By December 2013, increase the proportion of good or better teaching by ensuring that all staff:
 - make better use of assessment information to set tasks for pupils that are more closely matched to their needs and abilities
 - strengthen the marking of pupils' work, especially in mathematics, by providing them with clear and precise feedback about what they have done well and what they need to do to improve
 - increase the pace of learning and opportunities for pupils to learn for themselves.
- Raise attainment and accelerate pupils' progress in reading, writing and, in particular, mathematics, so that it is consistently strong in the Early Years Foundation Stage and Years 1 to 6 by:
 - ensuring regular opportunities for pupils to develop different approaches to problem solving and to record their work independently
 - increasing opportunities for pupils to use and apply their knowledge of mathematics in other subjects.
- Strengthen the school's leadership capacity and increase the rate at which the school improves by ensuring that:
 - leaders, including the governing body, rigorously monitor and evaluate the effectiveness of improvement strategies on pupils' achievement
 - staff set for pupils high expectations of courtesy and respect for others
 - behaviour is managed consistently so that learning in lessons is not compromised.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Early Years Foundation Stage with skill levels below those expected for their age, especially in communication and language. They make sound progress in personal, social and emotional development, but their attainment remains below expected levels in most areas of learning by the time they enter Year 1.
- Pupils' attainment at the end of Key Stage 1 is below the national average in reading, writing and mathematics, although attainment gaps between pupils currently at the school and those nationally are closing. By the time pupils leave the school in Year 6, results in reading, writing and mathematics show that pupils' attainment is similar to other pupils nationally.
- Pupils' progress across the school is inconsistent. It is good in Years 5 and 6 because of better teaching. In other year groups, progress is not always fast enough. Disabled pupils and those with special educational needs make good progress from their starting points because of the targeted support they receive that addresses specific gaps in their knowledge and skills.
- Reading is taught regularly and systematically. Pupils learn early and more complex reading skills in dedicated lessons. These sessions are most successful when they are conducted at a brisk pace, involve a variety of tasks and when pupils are actively involved in learning. In other sessions, however, the pace slows, pupils lose interest and this inhibits learning.
- Progress in English is better than in mathematics. Although pupils solve word problems, they are not given enough opportunities to use and apply problem-solving strategies in mathematics and other subjects. Pupils' books show that, too often, mathematics work involves the completion of worksheets. Opportunities to develop their own ways of recording are therefore limited.
- Additional funding received by the school has been used successfully to provide additional speech and language support, counselling, access to educational trips, information and communication technology resources and extra help in lessons for those pupils for whom the pupil premium provides support. Consequently, almost all of these pupils have made accelerated progress.
- The school provides additional support for pupils who start school unable to speak English. Adults provide good language role models and encourage pupils to communicate and work together on tasks. This shared working allows pupils to share their ideas and practise their language skills. Similarly, those who join the school partway through their primary education are welcomed and helped to settle in quickly.

The quality of teaching

requires improvement

- Teaching does not ensure that pupils' achievement is consistently good over time. Although pupils who took their national tests in English and mathematics in 2012 made good progress in Years 5 and 6, teaching in other year groups is not always good enough to ensure that pupils all make good progress year on year.
- Teachers do not all make effective use of assessment information to set tasks that are matched to pupils' different abilities and learning needs. Teachers' explanations are too long, the time for independent learning is reduced and the pace of learning slows. As a direct result, a small minority of pupils lose interest, become restless and start to demonstrate off-task, disruptive

behaviour.

- The quality of teachers' marking of pupils' work is variable. It is stronger in English than it is in mathematics, and it is more effective in Key Stage 2 than in the younger classes. Where it is making a good contribution to pupils' learning, teachers' written feedback identifies what pupils have done well and provides precise guidance as to what they need to do to improve. In Key Stage 1, and in mathematics across the school, there are missed opportunities to extend pupils' thinking further.
- Teaching is improving. There are examples of outstanding teaching, predominantly in Years 5 and 6. In the most effective lessons, teachers have high expectations of what all pupils can achieve. They assess what pupils already know and plan activities that closely match their abilities, challenge their thinking and help them to make rapid progress.
- In all lessons, good relationships support learning. Teachers and other adults regularly praise and encourage pupils for their efforts and foster a positive climate for learning. Teaching assistants are used effectively to provide tailored support for individuals and groups. In particular, information and communication technology is successful in motivating and engaging pupils' interest in learning.
- Where lessons are conducted at a brisk pace and teachers plan a variety of interesting teaching strategies, levels of pupils' participation are high. For example, Year 5 pupils wrote imaginatively, inspired by a thought-provoking photograph. A regular exchange of ideas and shared working enabled pupils to extend and improve the quality of their writing.
- Adults in the Early Years Foundation Stage plan activities that foster children's imagination and interest. They help children to learn new skills by interacting with their play. During the inspection, children from a range of different backgrounds learnt to play together well and develop language skills as they sailed in a 'pirate ship' in the outdoor area.

The behaviour and safety of pupils

requires improvement

- Although a large majority of pupils behave well in lessons, pupils do not routinely show courtesy and respect for each other and for adults as they move around the school. A small minority of pupils demonstrate low-level, disruptive behaviour in lessons, limiting their own and others' learning.
- In discussions, all pupils were clear about the rewards and sanctions of the school's behaviour policy. Those with significant behavioural difficulties are supported effectively and are fully integrated into class groups. The large majority of pupils show positive attitudes to learning in lessons.
- Pupils say they feel safe in school and in the playground. They know how to keep themselves safe and are confident that adults will deal with any concerns they may have. Parents and carers raised concerns about occasional incidents of bullying, predominantly name-calling, which have not been quickly resolved.
- The school works well with outside agencies to help pupils who need additional support. Partnership working with parents and carers has led to an increase in pupils' attendance rates. Over the past three years, attendance has risen from below to above the national average. Levels of punctuality are good.

The leadership and management requires improvement

- Leaders have not ensured that there is enough good or better teaching so that all pupils make the progress of which they are capable. However, the headteacher has established a new senior leadership and staff team sharply focused on the right priorities. They are fully committed to improving their practice and raising pupils' achievement, though some weaknesses remain. Staff morale is high.
- Accurate self-evaluation is used to identify key areas for improvement. Weaknesses in teaching have been identified and tackled decisively. The leadership of teaching and the management of staff performance are personalised to individual staff and closely linked to staff training. As a result, improvements to teaching are beginning to have a positive impact on pupils' achievement.
- The school is using its outstanding practitioners well to develop the skills of other staff. Partnerships with external agencies provide additional expertise. Some of the actions taken by leaders are at an early stage and have yet to become fully embedded.
- The local authority has provided effective support to the school, particularly in developing the role of its leaders.
- Due care and attention is paid to equality of opportunity but there is more to do to make sure all pupils achieve equally well. More frequent tracking of the progress pupils make is increasingly enabling leaders to identify those in danger of falling behind. Although appropriate measures are put in place to tackle discrimination, leaders do not always measure precisely enough the effectiveness of each intervention programme.
- A recent review of the curriculum is providing greater opportunities to promote pupils' spiritual, moral, social and cultural development and to foster their curiosity. Current curriculum organisation is enabling pupils to use their communication, reading and writing skills in learning about other subjects. Opportunities to use mathematics are more limited.
- **The governance of the school:**
 - shares the school's ambition and drive to improve pupils' achievement
 - is increasing its links with subjects leaders so that it can more accurately measure the effectiveness of school improvement strategies on pupils' achievement
 - is committed to training in support of governors' roles
 - increasingly asks more searching questions so that it can fulfil its duty to hold the school to account for its performance
 - utilises the skills and expertise of its members in support of the school's work
 - is managing the school's finances to ensure that resources are spent wisely in the best interests of the children
 - makes sure that the school's statutory duties with regard to safeguarding are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103702
Local authority	Coventry
Inspection number	404896

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	191
Appropriate authority	The governing body
Chair	Jennifer Swanwick
Headteacher	Mark Burrows
Date of previous school inspection	29 September 2010
Telephone number	024 76224810
Fax number	024 76837030
Email address	admin2@allsaints.coventry.sch.uk

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