

All Saints' CofE Junior School

Nelson Avenue, Warwick, CV34 5LY

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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 do not make consistently good progress throughout the school, reflecting unevenness in teaching.
- Pupils' attention sometimes drifts in lessons when work is too hard or too easy.
- Teachers do not consistently provide clear feedback in marking about what pupils need to do to improve further.
- Teachers' expectations are not consistently high enough of the quality and quantity of work that pupils' are expected to achieve across different subjects.
- Teachers with responsibilities for subjects have not developed the skills they need to help teachers raise standards.
- Until recently and before federation, school leaders, including governors, did not ensure that the quality of teaching and achievement remained as consistently good as they were at the time of the previous inspection.

The school has the following strengths

- Pupils' progress is improving and many are now making at least the progress that is expected for them in reading, writing and mathematics.
- Attendance is above average and pupils say they enjoy school.
- The leadership team has introduced changes that are bringing about rapid improvement. The executive headteacher has taken firm action to raise the standards of teaching in the school. Teaching is now much stronger and more teaching is good.

Information about this inspection

- The inspectors observed teaching in 19 lessons or part-lessons, a number of which were observed jointly with the executive headteacher or the associate headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspectors took into account 50 responses to the online Parent View survey and discussions with parents at the end of the school day.
- The inspectors considered the views expressed in survey responses from 24 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding procedures.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Graham Marshall

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school for pupils aged between 7 and 11 years.
- The vast majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups or who speak English as an additional language is lower than the national average.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils supported by the pupil premium is average. This is additional funding for pupils known to be eligible for free school meals and those that are looked after by the local authority.
- The proportion of pupils who join and leave the school other than at the usual times is lower than the national average.
- The school federated with the local Infant school in September 2012; the schools share an executive headteacher and governing body.
- There have been significant staff changes since the last inspection.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that teachers:
 - make careful checks in lessons on pupils' understanding and intervene quickly to correct any misunderstanding or provide more demanding work as soon as they are ready
 - have consistently high expectations of the quality and quantity of work pupils can achieve across all subjects
 - mark work consistently well to show pupils how well they are doing and what they need to do next to improve their work.
- Strengthen leadership and management by making sure that subject leaders develop the skills and knowledge they need to enable them to improve teaching quality and raise standards.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because pupils do not yet make consistently good progress through the school from their starting points.
- Attainment was below average in reading, writing and mathematics in both 2012 and 2013, particularly in writing; the proportion of pupils who made the expected progress in 2013 was below the national average, and fewer than nationally made more than expected progress in reading and writing.
- Inspection evidence including the school's data suggests significant improvement in the attainment of current Year 6 pupils in both English and mathematics, with an increased proportion reaching the higher levels, particularly in writing and mathematics. This reflects the better progress now being made by pupils in all year groups, especially Years 3 and 6.
- Pupils are developing their skills in reading and are enthusiastic about the books they read. Regular guided reading sessions are helping to raise the profile of reading, and pupils like the library scheme at lunchtimes for borrowing books.
- Disabled pupils and those with special educational needs make similar progress overall to other pupils. They receive support within the classroom and in small groups, where work is adapted well to suit their needs.
- Pupils who are eligible for extra funding are now making the progress expected of them. Up to 2013 their attainment was behind that of their peers by as much as 18 months. Current checks on pupils' progress shows this gap is narrowing.
- The small number of pupils who speak English as an additional language integrate well into lessons, and make good progress overall.

The quality of teaching requires improvement

- Teaching has not been consistently good enough to accelerate pupils' progress, and so requires improvement. Recent improvements in teaching are making an impact, but there are still times when teachers do not expect sufficiently high quality and quantity of work.
- Teachers do not check on pupils' learning regularly enough to be sure they are making rapid progress; therefore they do not identify and tackle any misconceptions, or adapt tasks to provide higher levels of challenge, as appropriate.
- Teachers' marking varies in its effectiveness between year groups and classes. Some marking does not provide enough feedback to pupils about how to improve their work or explain clearly what they need to do next to help them make more rapid progress.
- Good teaching was based on strong subject knowledge, as shown by effective questioning that developed pupils' understanding and increased their confidence.
- Pupils are fully aware of their targets and teachers refer to them in lessons; this helps pupils to understand the next steps in their learning.

- Teaching assistants are used effectively to ensure all pupils, including those whose circumstances might make them vulnerable and those who have special educational needs are fully included and make the good progress expected of them.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. In a few lessons, learning is impeded when pupils do not listen well enough. This usually happens when activities are too easy or hard. Occasionally pupils are passive, showing little enthusiasm for learning, and so, for example, are reluctant to volunteer answers.
- Pupils' conduct around the school is good. Pupils play well together. They are given a wide range of responsibilities where they help each other, including peer mediation at play times, membership of the school council and librarians.
- Parents and carers who responded to the online questionnaire and those spoken to by inspectors said they were happy with the behaviour in the school. Pupils understand the school behaviour policy and can explain the system of procedures, rewards and sanctions.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in the school. Pupils know about different types of bullying including internet bullying, name-calling and physical bullying, they say that bullying rarely occurs but is dealt with quickly by an adult.
- Attendance has remained above average, with pupils commenting that they enjoy coming to school.

The leadership and management

requires improvement

- Changes in the teaching staff and among subject leaders have reduced the capacity of senior leaders to tackle variations in pupils' achievement and raise the quality of teaching since the previous inspection.
- Teachers with responsibility for English and mathematics are relatively new to their role. A start has been made by identifying areas in need of improvement, but they have yet to develop their skills in use of data to inform targeted support to raise standards.
- Since federation, the executive headteacher has tackled challenging issues to make sure that teaching and pupils' progress improve. While there is clear evidence of improvement there is still some way to go to make up for ground lost because of weaker teaching in the past.
- Improved leadership is seen in more accurate assessment and effective systems to track pupils' progress, better management of staff performance, and more regular communications with parents.
- The school rigorously promotes equality of opportunity, tackles discrimination and works hard to make sure that all pupils' achievement improves. No groups of pupils now underachieve.
- The curriculum is taught through topic-based themes and is enriched with clubs and activities. Frequent opportunities are made for pupils to develop their writing skills in other subjects. Pupils' spiritual, moral, social and cultural development is also promoted well through assemblies, strong links with the local church and charity giving.

- The school has spent its sports funding on providing training for staff, using a specialist sports coach to develop their expertise. Pupils are also being provided with opportunities to take part in leisure activities to support the development of healthy lifestyles and competitive sporting opportunities in the local area. The school is yet to evaluate the impact of these initiatives.
- The local authority has provided limited support, expressing confidence in the leadership of the school since federation.

■ **The governance of the school:**

- Since the previous inspection and until recently, governance was not good enough to support and challenge the school to maintain standards. Governors did not have an accurate understanding of how well the school was doing in comparison with other schools nationally, or the quality of teaching.
- The governing body has undergone changes since federation and is now better equipped to challenge the school more effectively. Governors have improved their understanding of the school's strengths and weaknesses. They fully support the changes that the executive headteacher has implemented. Increases in teachers' pay are now linked to performance. The governors understand how the pupil premium and sports funding is spent. They ensure that the safeguarding of children meets requirements.

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	125666
Local authority	Warwickshire
Inspection number	432203

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Edward Leung
Headteacher	Debi Cossins (Executive Headteacher)
Date of previous school inspection	3 March 2011
Telephone number	01926 492991
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