

All Saints Church of England Primary School

Strathmore Avenue, Coventry, CV1 2AF

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils reach standards in line with those nationally and make good progress in reading, writing and mathematics from their starting points.
- Good teaching means that pupils make good progress from Years 1 to 6. Teachers use their good knowledge of what pupils can already do to plan interesting work which challenges most pupils.
- Teachers' spoken feedback to pupils during lessons gives them a good understanding of how to improve their work.
- Pupils are happy and well motivated to learn. They enjoy their work across all subjects.
- Pupils behave well and their positive attitudes to their learning help them to make good progress.
- Pupils come to school confidently and feel safe. Parents and pupils praise the high level of care and the warmth of relationships in school which helps pupils to feel valued.
- The drive and urgency in improving all aspects of school life displayed by the co-headteachers is shared by all staff and governors. This has been effective in raising achievement and improving teaching.
- Governors have become skilled in checking the work of the school and holding staff to account. They identify strengths and areas to improve accurately, and plan carefully to bring about improvement.

It is not yet an outstanding school because

- Teachers do not always give most able pupils work which is hard enough for them to make maximum progress.
- Marking in books does not yet give pupils in all classes enough support to know how to improve their work.

Information about this inspection

- Inspectors observed teaching in 16 lessons including eight with the co-headteachers. All classes were seen.
- Inspectors held discussions with pupils, parents, the co-headteachers, other leaders, the Local Authority Officer, other staff, and governors.
- Inspectors took account of the 19 responses to the online questionnaire, Parent View, the school's records of parent surveys, and 21 responses to the staff questionnaire.
- Inspectors listened to pupils read, looked at their work, and had discussions with groups of pupils and individuals about their learning.
- The inspection team checked the school's evaluation of its work, records of achievement, the improvement plan, minutes of governors' meetings, and records of behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The co-headteachers were appointed in September 2013.
- Pupils come from a wide range of backgrounds and a higher proportion than average speak English as a second language.
- The proportion of pupils eligible for support from the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion of such pupils supported at school action plus or who have a statement of special educational needs is above average.
- The school meets the government's current floor standards which set minimum expectations for attainment and progress in reading, writing and mathematics.
- Two children have joint registration at Woodfield Primary School.

What does the school need to do to improve further?

- Make teaching outstanding in order to raise achievement further by:
 - ensuring that all pupils, particularly the most able, always have a sufficient level of challenge in their work
 - improving teachers' marking of pupils' work so that pupils know how to improve.

Inspection judgements

The achievement of pupils is good

- Children join the school with levels of skills and knowledge well below those typical for their age. They make good progress in the Reception Class because exciting and creative activities indoors and outside get the best from the children. Their skills and knowledge are closer to those typical for their age when they enter Year 1.
- Pupils in Year 1 in 2013 achieved levels below those nationally in the Year 1 phonics screening check (letters and the sounds they make). They are on track to achieve in line with pupils nationally in the phonics screening check this year. During the inspection, phonics sessions observed showed that current pupils in Reception and Year 1 are making good progress in this area, and any pupils who need this support in older age groups are also making good progress.
- In 2013, pupils in Year 2 achieved standards broadly in line with those nationally in reading, writing and mathematics. Pupils currently in Years 1 and 2 make good progress because they are given work which is set at the right level for them. Teachers are working hard to ensure that the most able pupils always have work which challenges them sufficiently.
- In Years 3 to 6, pupils continue to make good progress. In 2013, Year 6 pupils reached standards in line with those nationally in English and mathematics which shows good progress from their starting points.
- Pupils across the school have an eagerness to read. They enjoy talking about their books and favourite authors and understand what they read and how books support their learning in other areas.
- The school's tracking data, work in pupils' books, and standards observed in lessons during the inspection, show that progress is improving for all groups of pupils.
- Pupils supported by the pupil premium funding make good progress. In Year 6 in 2013, they were 2 terms behind in reading, half a term behind in writing, a term and a half behind in mathematics, and 2 terms behind in spelling, punctuation, and grammar. Generally, however, they were at least in line with, and sometimes ahead of pupils in receipt of the pupil premium nationally. The pupil premium is used to provide extra small group support, one-to-one tuition, and access to enrichment activities. Currently across the school, these gaps are beginning to close further.
- Disabled pupils and those who have special educational needs make progress because their work is well matched to their needs and their progress is carefully tracked.
- The extra primary school sport funding is making an important contribution to improving pupils' fitness and well-being and is giving valuable support for training staff through the employment of additional sports coaches.

The quality of teaching is good

- Teachers plan appropriately challenging activities for most pupils because they have a secure understanding of what pupils can already do. They are working hard to ensure that this level of challenge is always provided for the most able pupils.

- Teachers are developing high quality questioning so that they can adapt activities during the lesson to support or challenge pupils to learn even more.
- Good teaching enables children to make good progress in the Reception class. Staff use their observations of what children can do to plan exciting and highly creative activities to move them forward in each area of learning. A significant proportion of children join the school with very little English and they are well supported to make particularly strong progress so that the confidence and learning attitudes of all children are nurtured.
- Across the school spoken feedback by teachers helps pupils to know how to improve their work. Teachers are now developing a more consistent approach to written feedback. Where this is already of a high quality it confirms what pupils have achieved and identifies their next steps.
- Teacher plan topics which help pupils to apply their learning. For example, in Year 2, pupils worked with real coins so that they understood how to make particular sums of money.
- Reading, writing and mathematics skills are developed well across all subjects. For example, in Science and RE, pupils have to explain their learning using various written recording methods.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Their behaviour and attitudes contribute well to their good progress because they are focused on learning and they work hard to succeed. They are polite, well mannered and respectful to adults and each other.
- Pupils move about the school sensibly and purposefully. They play and work together with consideration for others.
- Pupils are very attentive in lessons. They have a high level of enthusiasm for their learning and they greatly enjoy the range of clubs and activities offered.
- Staff and older pupils model high standards of behaviour and there are high expectations of everyone in school. Expectations of behaviour and attitudes are modelled by staff and older pupils and they have high expectations of everyone. Pupils understand and value the clear rewards which are used to motivate pupils. Pupils, parents and staff who spoke to inspectors were very happy with the way in which behaviour is managed and pupils are nurtured.
- Pupils who find it difficult to manage their behaviour or experience difficulties outside school are supported extremely well. Their work and records show that this is helping them to focus on learning and make good progress.
- Older pupils greatly value their opportunities to help and support younger pupils, and they lead happy and enjoyable games on the playground.
- The school's work to keep pupils safe and secure is good. Safeguarding processes meet all statutory requirements and effective policies and practices are followed by all staff and pupils.
- Pupils develop an excellent understanding of how to stay safe outside the school. They are very happy and confident and understand the various forms that bullying can take, including with the internet and mobile phones. They confirm that bullying or the use of discriminatory language is rare and that any problems are dealt with very effectively by staff.

- Attendance is above average and there are effective procedures in place to help any pupil who might find it difficult to attend regularly.

The leadership and management are good

- The co-headteachers, who joined the school at the beginning of this academic year, have established a drive for excellence which is shared by all staff, governors. In this very short period they have been rigorous in monitoring and evaluating the work of the school and have brought about many positive and effective changes. They have high expectations of themselves and their staff.
- Governors have high aspirations for the school and have undertaken a great deal of training to ensure that they have the skills to drive learning forward. They hold the school to account for the achievement of all pupils.
- Governors and senior leaders have established opportunities for subject leaders to develop the skills to be able to monitor progress and plan training activities.
- Systems for monitoring pupils' progress are used effectively in school self evaluation and in making plans for improvement. Judgements about teaching are made against the progress and attainment of pupils of all abilities
- The school offers exciting activities and visits across the range of subjects and pupils use the experience gained to develop their basic skills and apply them in solving problems.
- The government's sports funding grant has been used to extend the opportunities for all pupils to be involved in high quality sports activities and to give training opportunities for staff.
- Provision for pupils' spiritual, moral, social and cultural development is good and a high priority across all subjects. Expectations of behaviour and learning grow out of the school's 'diamonds' which are the values and expectations of everyone. Staff and pupils refer to these throughout the day and measure themselves against the standards they set.
- Those parents who spoke to inspectors greatly appreciate the work of the school and the care and support given to their children. Parents are welcomed into the school as partners to work with their children.
- The commitment towards equal opportunities for all pupils is demonstrated in the good progress made by all groups and the ways in which the school works with others or uses its funding to make sure no group is disadvantaged. Pupils across a wide range of ethnic groups and backgrounds work together happily and respectfully.
- The Local Authority has given valuable support for improvements in teaching and learning. More recently, the school has engaged in partnerships with other schools in order to continue these developments.
- **The governance of the school:**
 - Governors undertake a great deal of training and development to support them in all aspects of their work and they bring a wide range of skills and experience. They are highly committed

to ensuring that all children achieve their very best. They set ambitious targets for staff performance and have rigorous systems so that they check for themselves the progress made, and hold staff to account. All judgements are made against pupils' achievement, and governors ensure that teachers' pay and career progression depend upon this. Governors identify appropriate priority areas for development, build action plans, and check progress against these rigorously. Finance is monitored carefully, and they make good use of extra funding such as the pupil premium and the additional school sports funding, and monitor their impact well. Safeguarding meets statutory 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	103702
Local authority	Coventry
Inspection number	442538

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	203
Appropriate authority	The governing body
Chair	Jennifer Swanwick
Headteacher	Angela Dawes & Christine Edmonds
Date of previous school inspection	11 October 2012
Telephone number	024 76224810
Fax number	024 76837030
Email address	headteacher@allsaints.coventry.sch.uk

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