

All Saints' CofE Junior School

Nelson Avenue, Warwick, Warwickshire CV34 5LY

Inspection dates

22–23 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully addressed the areas for improvement identified in the previous inspection report. As a result, the school is now good.
- The executive headteacher and associate headteacher have established a clear vision for the school. The staff share this vision. Leaders, including governors, have high expectations for the pupils in all areas of school life, including in the wider curriculum.
- As a result of intensive professional development, teaching, learning and assessment are good. Consequently, all groups of pupils make strong progress in reading, writing and mathematics.
- The governing body supports and challenges school leaders effectively. Governors share leaders' high aspirations for pupils and are committed to securing further improvements.
- Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities make good progress. Leaders check all pupils' progress closely and act quickly to address any gaps in pupils' learning.
- Work to promote pupils' spiritual, moral, social and cultural development is very strong. The curriculum is taught well. Pupils have a good understanding of British values and these are reflected in the very positive behaviour displayed by pupils.
- Pupils' attitudes to learning are exceptional. Pupils have a strong desire to learn and show great resilience when challenged. Pupils are confident and show a high level of respect towards one another and all adults.
- There is a strong culture of safeguarding across the whole school. Everyone is vigilant about any potential risk to pupils. Pupils say that they feel very safe.
- Pupils want to attend school. Attendance is above the national average, and persistent absence is below the national average.
- The teaching of mathematics has improved markedly across the school and pupils achieve well in this subject. However, pupils do not have enough opportunities to attain further by applying their mathematical skills to real-life contexts and the wider environment.
- Pupils carry out many activities which involve reasoning. However, they do not have enough opportunities to explain their reasoning more accurately.
- Leaders of English and mathematics know the strengths and weaknesses of their subjects well. However, leaders of other subjects do not have enough time to lead and manage their subjects. They do not have a strong understanding of the strengths and weaknesses in their subject areas.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment so pupils make even better progress, by:
 - enabling pupils to explain their thinking more accurately when carrying out activities which involve reasoning
 - ensuring that the pupils have opportunities to apply their mathematical skills in real-life contexts, including the wider environment.
- Further strengthen leadership and management, by:
 - giving those who lead subjects other than English and mathematics the skills and time to lead and manage their subjects so that they can play a full part in helping senior leaders secure outstanding teaching and outcomes across all subjects
 - ensuring that all leaders have a consistently strong understanding of trends in pupils' attainment and progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and associate headteacher work well as a team. Together, they provide strong leadership, ably supported by the governors. They work very closely with senior leaders to bring about significant improvements for all pupils.
- Leaders and governors successfully communicate the vision and ambition to pupils, staff and parents through expectations, values and the school motto, 'aspirational lifelong learning'.
- The local authority provides good support for the school through its accurate assessment of the school's strengths and areas for development. It has enabled effective support through the task group, which has reviewed school effectiveness at all levels.
- Since the last inspection in 2016, the leadership team has focused its attention on the achievement of pupils in reading, mathematics and writing. As a result, pupils' outcomes have climbed significantly. Parents speak highly of the improvements in the school. Comments included: 'I have three children in this school and have seen nothing but improvements over the past years. I have complete confidence in the management and teaching at All Saints. All my children love school and are making positive progress.'
- A collaborative team spirit permeates all aspects of the school's work. Staff are highly committed to improving pupils' achievement. In the online staff questionnaire, 100% of staff agreed that the school is well led and managed, and that they are proud to be a member of All Saints' CofE Junior School.
- Additional funding for disadvantaged pupils is carefully targeted to support their needs and catch up in the way they should. For example, the funding has been used for teaching assistants to carry out intervention programmes, purchasing further resources and for pastoral support.
- Leaders take appropriate steps to make sure that all groups of pupils have an equal chance to succeed. Strong provision for pupils who have SEN and/or disabilities ensures that funding is used effectively to meet a wide range of needs.
- The primary physical education (PE) and sport premium is spent effectively. The leader for PE has a real passion for the subject. The funding is used to employ a sports coach to work alongside teachers and develop their skills in teaching PE. It has also enabled the school to offer more swimming lessons and a greater range of sports. Pupils have many opportunities to take part in competitions and tournaments.
- The curriculum is broad, and pupils enjoy a wide range of experiences. It is designed to ensure coverage of the national curriculum and to raise aspirations for the pupils. The school aims to generate a love of learning with a global dimension so that pupils are prepared to live in an international world. Pupils are very much aware of the need to look after the world. They are motivated to learn because they enjoy the topics, events and trips, such as visits to Warwick Castle and Stratford. The school has strong teaching links with schools abroad, such as one in Sierra Leone. Pupils are taught to reflect: they understand that people have different views and beliefs and they listen to

each other respectfully.

- Pupils' spiritual, moral, social and cultural development is a strength of the school and embedded throughout the curriculum. The school engages with professionals such as the local clergy, police and fire service to enhance these aspects of the curriculum. The school's religious ethos underpins its values and its work. The school has been awarded the International Cross of Nails status for its work on peace and reconciliation. During the inspection, the pupils were practising songs for a church service. The quality of singing is exceptional and very moving.
- Parents are very positive about school life and most would recommend it to others. Typical comments from parents included, 'The teachers know my child well as an individual; she has been challenged to grow academically and personally' and, 'My children find lessons fun and interesting. They come home full of things to say about their day'.
- English and mathematics are led well. However, leaders have not yet had the opportunity to develop a deep understanding of the strengths and weaknesses in the teaching of other subjects. They rightly identify they do not have knowledge of the trends in pupils' attainment and progress across the full range of subjects.

Governance of the school

- Governors work closely with school leaders to drive improvement. They are focused on their role to challenge and support leaders. They know the strengths and areas for development for the school. They have a range of skill sets which they use well to drive further improvements. They ask pertinent questions to help leaders set appropriate priorities for the school's improvement agenda.
- Governors know the school and its community well. They are regular visitors to classrooms, and minutes from their meetings demonstrate a high level of understanding. They understand that good-quality teaching, learning and assessment are key to the school's success.
- Governors are well organised and share responsibilities, to cover all aspects of the school life. They pay attention to safeguarding and ensure that there are appropriate policies in place to support effective practices to keep pupils safe. They also have a very good understanding of the school's financial priorities. They monitor the impact of additional funding, especially the pupil premium grant, and plan strategically to ensure that the budget provides for a quality education for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that there is an ethos of keeping pupils safe in school. Staff are well trained and are aware of any dangers posed to pupils. Pupils feel safe, and parents also agree that their children are safe. The school gives good attention to a range of risk assessments to keep both pupils and staff safe.
- Procedures are updated regularly. Staff know the pupils well and detailed records are kept about all safeguarding issues. The school works well with parents and outside agencies, including health and other professionals, to make sure pupils are supported

effectively and kept safe. Appropriate checks are made on employees and visitors. There is a code of conduct in place for them.

Quality of teaching, learning and assessment

Good

- The high expectations of the leadership team have resulted in improvements to the quality of teaching, learning and assessment across the school since the previous inspection. The positive impact of leaders' monitoring activities is evident in the improved outcomes for pupils. The overwhelming majority of staff responding to Ofsted's staff questionnaire agreed that the school has improved since its last inspection.
- Teachers have good subject knowledge, owing to the training that they receive. This helps them to explain clearly what pupils must learn and enables them to teach concepts securely so pupils progress well. Teachers demonstrate and model what pupils need to do effectively and ensure that they all understand their work so that lesson objectives are met.
- Teachers intervene at timely intervals to check on pupils' learning. They suitably address any misconceptions that individuals might have and give the necessary guidance about what must be improved, thereby enabling pupils to make faster progress. The teaching assistants provide quality support for pupils and target their needs.
- Teaching is characterised by strong, respectful relationships. Teachers know their pupils very well. Pupils told inspectors, 'This is a nice, friendly school and the teachers help you fit in.' Well-established routines in classrooms mean that little time is wasted as pupils move smoothly from one activity to another. Pupils are attentive, hard working and eager to learn.
- Inspectors listened to pupils read across the school. The pupils are very positive about the texts they read and display a passion for reading. Pupils read texts that are well matched to their reading abilities. Their skills of inference, deduction and reading comprehension are improving well. Pupils speak at length about their reading books, demonstrating a clear understanding of what they have read. Inspectors observed the teaching of reading where the teachers' good subject knowledge enabled questioning that motivated and enthused pupils to respond to what they were reading.
- Pupils' achievement in writing across the school is good. Writing across the curriculum is used well for pupils to write for a range of purposes and differing audiences. For example, topic work in geography is linked to describing the causes and effects of a tsunami and in science writing a report of a science investigation about plants. Pupils are taught writing skills across a range of genres such as letter writing, diary entries, narrative and poetry. They use figurative language well to create atmosphere and suspense and have many opportunities to edit and redraft their work. Pupils make accurate use of their knowledge of grammar, spelling and punctuation. Their work is well presented, with a good handwriting style.
- The teaching of mathematics has improved markedly across the school and pupils have a strong mathematical understanding. Teachers ensure that pupils are fluent in their mathematical skills and have regular opportunities to develop their problem-solving and reasoning skills. Support is provided for any pupils who have not shown an

understanding. While pupils achieve well in mathematics, leaders have rightly identified that pupils do not have enough opportunities to achieve even further by applying their mathematical skills to real-life contexts and the wider environment.

- Teachers ensure that pupils carry out many activities across the curriculum which involve reasoning. However, pupils do not have enough opportunities to explain their thinking more accurately when carrying out activities which involve reasoning.
- The quality of homework is good and builds effectively on what pupils do in lessons. In addition, research and more creative homework help pupils develop a wider range of skills and knowledge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school has established a strong positive ethos that pupils are proud of and that is reflected in their positive attitudes in school. Pupils are very aware of how to be a successful learner and share examples of the ways they find helpful. They work well together to support each other.
- There is strong engagement in learning and, as a result, no teaching time is lost. Pupils are proud of their work and are self-motivated learners who enjoy taking on new challenges and initiatives. Leaders ensure that there are many opportunities to recognise achievements and to celebrate success, for example through the popular reward system, recognition assemblies and the attractive wall displays around school.
- Pupils have a very good understanding of British values and have opportunities to put the values into practice, for example by electing members of the school council and eco-representatives democratically. Pupils meet with senior leaders to help develop improvements to school life. They engage with the wider community, for example by growing plants to display at Warwick train station. As part of the 'send my friend campaign' they have spoken to the local member of parliament to see how the government can help improve opportunities for children all over the world to receive a quality education.
- Pupils know what bullying is and can give examples of why some people might be bullied. They say that bullying does not happen in their school because everyone cares for one another. However, pupils know that there is always someone they can speak to if bullying does happen.
- Teachers encourage pupils to be confident. Pupils are taught to be resilient in their learning. They are not afraid to try new things and tackle challenging work and they are exceptionally well prepared for the next stage of their education.
- Relationships between all adults and pupils are outstanding. Pupils show a very high level of respect to everyone within their school. Without exception, pupils smiled and greeted inspectors in a polite and welcoming way. Pupils are extremely proud of their school.
- Pupils are clear about how to keep themselves safe. Visitors, such as the local police, are used to help pupils learn about safety. E-safety lessons are held, and pupils know

how to keep themselves safe online.

- There is a strong emphasis in school in leading healthy lifestyles. Pupils have a good knowledge of healthy eating and keeping fit. They take part in the many PE clubs offered and experience a range of sports, such as cross-country, athletics, tri-golf and tag rugby.

Behaviour

- The behaviour of pupils is outstanding.
- Teachers have high expectations for pupils' behaviour. At all times in the school day, pupils conduct themselves in an exemplary manner. Pupils' movement from classroom to classroom, between lessons and outdoors is a pleasure to see. All areas of school are calm and well-ordered, and pupils need minimal supervision in terms of managing their behaviour.
- Leaders' monitoring of behaviour is of the highest quality. Analysis of inappropriate behavioural incidents is carried out and swift actions are taken to address any issues. Focused support is in place for pupils who have specific difficulties. Leaders work closely with families to provide additional support where needed. Because of the very secure behavioural systems in place, no exclusions have taken place for several years in school.
- Pupils' attendance is monitored in detail for all groups of pupils, and any concerns about absences are followed up quickly. Leaders work closely with families to address high absences and take robust action to improve attendance where needed. Consequently, absence rates, including persistent absence, continue to fall and are below national averages.

Outcomes for pupils

Good

- Over the past few years at the end of Year 6, pupils' progress in reading and mathematics has been below average. This was especially the case in 2016 and 2017 for disadvantaged pupils.
- The school has rigorously addressed these issues. Evidence from work in pupils' books and the school's own tracking data show clearly that current pupils are now making consistently good progress in English and mathematics. Pupils also achieve well in other subjects across the curriculum.
- A few pupils are identified with weaknesses in phonics. As a result of extra help and support, these pupils make good progress to catch up with their peers.
- Disadvantaged pupils make good progress in reading, writing and mathematics. This is because leaders carefully identify these pupils' needs and put in place appropriate and effective support.
- The associate headteacher is the coordinator for the provision for pupils who have SEN and/or disabilities. She is very experienced in her role and offers a wealth of knowledge. Pupils' needs are accurately identified, and appropriate interventions are put in place. These pupils make good progress from their individual starting points and funding is used well to support their needs.

- Pupils who speak English as an additional language make rapid progress. This is because their learning needs are identified and addressed well, so that they settle quickly.
- The school is quick to identify any pupils who are at risk of falling behind. Staff make effective provision for these pupils through activities which are well matched to their individual needs and abilities. Low-attaining pupils make good progress in all subjects because they receive good-quality, targeted support.
- The most able pupils are presented with work that requires them to think carefully about their learning and master specific topics. The books show that, from their starting points, the progress of the most able pupils is similar to that of other pupils with the same high starting points nationally.
- By the end of Year 6, pupils have the necessary skills, knowledge and attitudes they need for secondary school. Pupils are well prepared for their next stage in education. Just about all parents who responded to the recent questionnaire carried out by the school feel that their children are making good progress.

School details

Unique reference number	125666
Local authority	Warwickshire
Inspection number	10048236

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	John McRoberts
Headteacher	Debi Cossins (executive headteacher)
Telephone number	01926 492991
Website	www.allsaintswarwick.co.uk
Email address	head3154@welearn365.com
Date of previous inspection	20–21 April 2016

Information about this school

- This is a smaller-than-average-sized junior school.
- The school is federated with the local infant school; the schools share an executive headteacher and governing body.
- The large majority of pupils are of White British heritage.
- The proportion of pupils that are from minority ethnic groups and do not speak English as a first language is below average.
- The proportion of pupils who are supported for SEN and/or disabilities or who have education, health and care plans or statements of special educational needs is above 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 meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors evaluated teaching and learning in 20 lessons. A number of lesson observations were conducted jointly, involving the associate headteacher and executive headteacher.
- Pupils' work was reviewed during lessons and a more detailed scrutiny was made of pupils' books with subject leaders. Pupils read to inspectors and inspectors spoke with pupils throughout the inspection in order to gather their views.
- Discussions took place with leaders, a group of teachers and teaching assistants and the local authority learning improvement officer who supports the school's work. Discussions also took place with members of the governing body and the diocese.
- A range of documents was reviewed. These included: the school's self-evaluation summary; action plans for raising improvement; records of the monitoring and evaluation of teaching and learning; minutes of meetings of the governing body; the school's own assessment information; and records related to behaviour, attendance and the safeguarding of pupils.
- The behaviour of pupils was observed in lessons, in assembly, at breaktime and at lunchtime as well as when moving around the building.
- Inspectors took account of the views of parents through 39 responses to Ofsted's online parental survey, 50 responses to Ofsted's free-text service and talking to them at the start of the school day. Inspectors also took account of the views of staff and pupils.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Stuart Evans	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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