

# All Saints Church of England Primary School

Strathmore Avenue, Coventry, West Midlands CV1 2AF

## Inspection dates

17–18 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have an accurate picture of the school's strengths and weaknesses. They have taken swift and effective action to improve teaching and learning so that the quality of teaching is at least good, and outcomes are improving.
- Leaders are developing a rich curriculum with a broad range of experiences. Pupils deepen their knowledge, skills and understanding well in a range of subjects across the curriculum.
- Following a decline in standards, current leaders now hold teachers to account more rigorously for the progress that pupils make. Sometimes, some teachers do not have consistently high enough expectations of pupils.
- Senior leaders are developing the roles of middle leaders so that they have a strategic overview of school improvement. Middle leaders are now beginning to contribute effectively to school improvement.
- Generally, pupils apply their skills in reading, writing and mathematics well. However, pupils have not fully developed their ability to reason effectively in mathematics.
- Leaders support pupils' spiritual, moral, social and cultural development well. Pupils have positive attitudes, and work hard and behave well.
- In early years, children make good progress. On occasion, children are not challenged sufficiently to apply their skills in reading, writing and mathematics in independent activities.
- Governors are committed to the school and to further improving standards. Currently, not all governors are fully involved in monitoring and evaluating the work of the school rigorously enough.
- Safeguarding is a strength of the school. Leaders are aware of local issues and take positive action to address them.

## Full report

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

- Improve leadership and management by ensuring that:
  - governors further develop their strategic role in monitoring and evaluation to check on the impact of leaders' actions more effectively
  - the role of middle leaders is further developed so that they have a greater impact on whole-school improvement.
- Further improve the quality of teaching, learning and the outcomes for pupils by ensuring that:
  - teachers have consistently high expectations of all pupils
  - pupils develop their reasoning skills more effectively in mathematics
  - in early years, teachers challenge children to apply reading, writing and mathematical skills more effectively in independent activities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since their appointment in September 2017, the headteacher and the deputy headteacher have had a positive impact in improving the quality of teaching and learning and outcomes in the school. Following a decline in standards, the school is now on an upward trend of improvement.
- A new assessment system is helping leaders to ensure that teachers have a better understanding of pupils' starting points and the standards pupils need to reach. Expectations and aspirations are rising so that most pupils in most year groups are now making strong progress.
- Leaders are using the strengths of experienced staff to build effective leadership capacity. Phase leaders ensure that there is now a clear focus on teaching and learning and improving outcomes for pupils. They lead by example and are beginning to influence their teams through professional dialogue so that teachers review and refine their practice together. However, middle leaders' roles require further development, so they make a greater contribution to school improvement.
- Leaders are developing a curriculum that gives pupils opportunities to apply their skills in reading, writing and mathematics well. They are structuring a purposeful approach to the curriculum that builds on pupils' knowledge, skills and understanding in different subjects. Teachers develop pupils' general knowledge well and broaden their vocabulary. Educational visits, visitors to school and extra-curricular activities further enhance the curriculum. Pupils describe a range of experiences they enjoy, such as residential visits and after-school clubs including those for football, choir, cheerleading, multi-sports and gymnastics.
- Pupils' spiritual, moral, social and cultural development is given high priority. Pupils take responsibility for organising fund-raising events for charity and learn how to be a good citizen. They celebrate their own heritage and learn about other cultures. In assemblies they share thoughtfulness and reflections. Pupils are knowledgeable about respect, tolerance and acceptance. They understand democracy linked to fair decision-making and the rule of law linked to their school rules. They can talk in depth about their school values of friendship, honesty and humility.
- Pupil premium funding is used appropriately to address both pastoral and academic barriers to learning for disadvantaged pupils. For example, the learning mentor supports disadvantaged pupils to improve poor attendance. The progress and attainment of disadvantaged pupils are not consistently strong in all year groups because in some year groups, the numbers of disadvantaged pupils are small, and several pupils also have special educational needs (SEN) and/or disabilities, or speak English as an additional language (EAL).
- The SEN coordinator has strong systems in place to monitor progress and provision for pupils who have additional needs. The identification of pupils who have SEN and/or disabilities has been refined and strengthened to ensure that pupils get the support they need. Additional funding is used appropriately to build sustainability through training and support for staff so that pupils' needs are well met.

- The physical education (PE) and sport premium funding is used effectively. Midday carers have received training to engage pupils in physical activities at lunchtime, and coaches provide a wider range of opportunities for after-school clubs. This term, the school hosted an on-site swimming pool so that more pupils had the opportunity to swim.
- Most parents and carers spoken to during the inspection or who responded to Parent View, Ofsted's online questionnaire, were positive about the school. They particularly appreciated the changes and improvements that the new headteacher has made since joining the school.
- Leaders are working hard to engage parents through family learning such as early reading and phonics, getting ready for school and parenting programmes. A 'Friends of the School' group contributes to the school ethos and promotes wider community involvement. It organises community events such as movie nights and has recently bought hens for the school.

### **Governance of the school**

- Governors are developing a shared vision with senior leaders. They have high aspirations for pupils and are committed to ensuring that pupils achieve the very best that they can.
- Governors demonstrate a good awareness of the strengths and weaknesses of the school. The chair of governors visits frequently, but not all governors are fully involved in regular monitoring of all aspects of school improvement. Governors monitor the school improvement plan, but the evaluation of priorities could be sharper. Currently, plans do not identify who is responsible for each priority, nor identify specific timescales for completion, which would help governors to hold leaders to account more stringently.
- Governors fulfil their statutory duties. The safeguarding governor checks the safeguarding policy and procedures, and the single central record for the safe recruitment of staff.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority in the school. Leaders have developed a strong culture of safeguarding. Thorough systems are in place for the safe recruitment of staff and to record safeguarding concerns. Staff are well trained and are clear about the actions they must take if they have concerns about a child or a member of staff. Leaders engage a different external speaker to speak to staff annually about safeguarding. The designated safeguarding leads meet regularly to discuss vulnerable pupils. Safeguarding is a regular agenda item at all meetings to discuss updates and possible scenarios. Leaders follow up concerns tenaciously and will escalate them to the appropriate agencies where necessary.
- Leaders are aware of issues in the local community and work with external agencies, such as the local police and other providers, to address them and educate pupils.
- The curriculum provides a wealth of opportunities for pupils to learn how to stay safe.

The personal, social and health education programme teaches pupils how to develop positive, healthy relationships. Pupils, including those in key stage 1, demonstrate a good understanding of how to stay safe online.

## Quality of teaching, learning and assessment

**Good**

- Teachers use questioning effectively to move pupils' learning forward. They ask, 'how?', 'why?' and 'prove it' to deepen learning and develop pupils' thinking. Knowledge, skills and understanding are developing well over time. Teachers plan work to ensure that pupils build on their prior learning effectively.
- Teachers make strong links between reading, writing and mathematics across the curriculum. For example, pupils in Year 1 were reminded how to make a circle in physical education with 'no edges or corners'. In Year 4, pupils used the story of 'the hare and the tortoise' to create a continuous line graph in mathematics.
- Teachers provide pupils with a purpose and a context for their writing. For example, pupils in Year 3 wrote a persuasive argument for building a 'green laboratory' linked to a recent visit. In Year 2, pupils embarked upon a project about bicycles. They brought in their bicycles, read and researched information and learned new technical vocabulary to help them in their writing. Visitors brought different vehicles to school for pupils to explore, and then pupils made vehicles using their scientific and mathematical knowledge. They wrote stories based on a similar story about vehicles and produced an information booklet to take to the local transport museum. Teachers motivate and engage pupils well so that they produce some high-quality written work.
- Leaders have recently introduced a list of 'non-negotiables' in writing so that pupils are securing skills well, especially in grammar and punctuation. Year 6 pupils demonstrate a good knowledge of grammar such as modal verbs, rhetorical questions and informal language.
- Where possible, teachers provide opportunities in every lesson for pupils to develop reading skills and understanding. For example, pupils in Year 5 conducted research about their favourite authors to write a biography. The acquisition of vocabulary and the development of language are high priorities. This is particularly helpful for pupils who speak EAL.
- Pupils read a range of different texts such as modern and ancient myths, poetry, play scripts and stories from other cultures. Reading is well promoted through activities such as the 'million minutes reading challenge', and the school library, so that pupils are encouraged to develop a love of reading. A recently introduced reading strategy helps pupils to talk out loud about what they are reading. Their comprehension skills are developing well. Pupils are now more confident to annotate and reflect on the challenging texts they are reading. Pupils read with enthusiasm and confidence using phonics and their understanding of text to sound out and explain unfamiliar words.
- Pupils are taught well in phonics. Teachers adopt a consistent approach to teaching reading. They provide pupils with appropriate work that matches their ability, including pupils who need additional support in key stage 2. Pupils practise and rehearse key words and teachers take time to check pupils' understanding of vocabulary. Pupils use their phonics to help them spell words accurately in their writing.

- Pupils have strategies to help themselves when they are stuck. They edit their work and are learning how to evaluate their success. Pupils work hard and most take a pride in their work. On occasion, the quality of handwriting and presentation is not consistently high. Sometimes, teachers limit what pupils can achieve because their expectations are too low, and they restrict the task that pupils complete.
- In mathematics, pupils are taught to use appropriate methods for calculations and to explain why that method is most appropriate. They have opportunities for a range of problem-solving and reasoning activities. However, some pupils have not developed their reasoning skills well enough to be able to explain their mathematical understanding effectively.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident to contribute in lessons because they have strong relationships with staff and each other. They are comfortable to ask questions and share their ideas.
- Pupils have a range of opportunities to take on responsibilities through gardening club, school council, prayer group, eco committee, lunchtime club, library, computing and in assembly. They enjoy taking responsibility and they do this with pride.
- They look after each other well and know that adults in school will help and support them. Pupils demonstrate a clear understanding of tolerance and respect. They readily accept their differences and welcome pupils new to the school so that they feel included.
- Pupils have a good understanding of bullying. They know that it is not acceptable and are confident that it will be dealt with if it happens. During the inspection, a small number of parents expressed some concerns about bullying. However, inspectors found that leaders respond appropriately to any incidents and involve parents and other agencies as necessary.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils are polite and courteous and demonstrate good manners. The school encourages these values and awards a termly cup to a pupil who demonstrates these most.
- Pupils work well together. In lessons, they listen carefully and cooperate well with each other. They work hard and are focused and engaged in their learning. The new behaviour system is used to reinforce positive learning behaviours. During the inspection, inspectors observed no incidents of low-level disruption.
- At breaktime, pupils play happily. They enjoy using the climbing frame and trim trail and playing imaginative games and football. They are clear about the rules to keep them safe; for example, when the red flag is displayed, it is too dangerous to be on the

climbing frame.

- Attendance is in line with the national average. Persistent absence is below the national average. The school sets aspirational targets for attendance and works hard with families and pupils where attendance is lower than expected.

## Outcomes for pupils

**Good**

- In recent years, standards have declined. New leaders have set aspirational targets and have raised expectations. They have addressed teaching and learning and hold all leaders and teachers to account for pupils' progress. Consequently, standards for current pupils are improving rapidly.
- Children join the Reception class with knowledge, skills and understanding well below those typically expected for their age. They make good progress and now achieve a good level of development that is close to the national average.
- The proportion of pupils passing the phonic screening check has improved and is now broadly in line with the national average. Teachers assess pupils' progress regularly and carefully match their work to ensure that learning moves on appropriately.
- At the end of key stage 1, attainment is below the national average. However, teacher assessments for 2018 and work in pupils' books show that pupils have made good progress from their starting points, especially in reading and writing. The proportion of pupils achieving greater depth in reading is much improved. Teachers are securing pupils' learning well so that they have firm foundations on which to build.
- Outcomes at the end of key stage 2 have declined over time. In 2017, progress in reading and writing fell to below the national average. Current pupils in Year 6, however, have made strong progress across the year. Provisional attainment for 2018 is much closer to the national average, especially in reading and mathematics. Attainment in writing has declined but, following moderation, teacher assessment in writing is now more secure.
- Assessment information and work in books show that current pupils are now making at least good progress in almost all year groups, including pupils who speak EAL. The proportion of pupils achieving higher standards is increasing. Teachers provide appropriate interventions and support for lower ability pupils and those who need to catch up. Most teachers have high expectations, but on occasion, some pupils could achieve more.
- In some year groups, the numbers of disadvantaged pupils are small. Although the progress of disadvantaged pupils is not as strong as that of other pupils, pupils are well supported, and their progress is improving. Often, disadvantaged pupils may join the school at different points in their school career and may also have SEN and/or disabilities, and/or speak EAL. Poor attendance for some pupils affects their progress, but the school is working hard to address this.
- Pupils who have SEN and/or disabilities make good progress against their targets because staff know pupils well and provide appropriate support. This year, nurture provision has been further developed to support vulnerable pupils who have complex needs. Leaders identify clear starting points so that they can measure small steps and the impact of actions and interventions.

## Early years provision

Good

- Children in early years make good progress because teachers ensure that they develop early reading, writing and mathematical skills. There is a strong focus on developing communication and language because leaders know this is the area of greatest need. Teachers model language effectively. They repeat complete sentences back to children so that children develop language skills well.
- Teachers have high expectations and encourage children to write sentences accurately using capital letters, full stops and finger spaces. Children use resources around the room such as the capital letters chart to help them. Children use their phonics well to write adventurous vocabulary and unfamiliar words independently. For example, children used words such as 'slimy' and 'cocoon' in their writing. Children are confident to read their work and the most able read fluently and with expression.
- Lower ability children are confident to write independently and 'have a go'. Teachers help them to build words using their phonic knowledge. The most able pupils write at length with well-constructed sentences, accurate punctuation and phonetically plausible words.
- Routines are well established. Children respond well to adults and behave well. Children who have additional needs are supported sensitively so that they make good progress.
- Children play well together and take turns. They are well engaged and remain focused on activities. In the outdoor area, children explore full, half-full, half-empty and nearly empty with containers in the sand pit using pictures and words. They match number sentences with practical apparatus and number cards. Teachers use effective questioning to move learning forward.
- Children carry out a range of activities independently such as through painting, modelling dough, construction and playing with toy cars. There are opportunities for pupils to use whiteboards, chalkboards and phonic cards. However, sometimes children are not expected to apply their skills in reading, writing and mathematics as well as they might in independent activities.
- Senior leaders have a strategic overview of outcomes and provision. They analyse progress and attainment of groups and have a good understanding of the strengths and weaknesses of early years. The proportion of children achieving a good level of development has continued to rise so that it is now much closer to the national average. Current provisional outcomes in the reading and writing early learning goals are now at least in line with the national average.
- Transition into Reception is supported through visits to nurseries, induction days and parent workshops. Parents are kept informed through a weekly newsletter so that they can help their children with their learning.
- Staff have received appropriate first-aid training. Safeguarding and welfare requirements are met.

## School details

Unique reference number	103702
Local authority	Coventry
Inspection number	10047567

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Mr Andrew Henry
Headteacher	Mrs Cara Page
Telephone number	02476 224810
Website	<a href="http://www.allsaintscofe.co.uk">www.allsaintscofe.co.uk</a>
Email address	<a href="mailto:headteacher@allsaints.coventry.sch.uk">headteacher@allsaints.coventry.sch.uk</a>
Date of previous inspection	26 June 2014

## Information about this school

- A new headteacher and deputy headteacher joined the school in September 2017.
- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium grant is above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The proportion of pupils with a statement of SEN or education, health and care plan is below the national average.
- The proportion of pupils from minority ethnic groups is above the national average. Pupils come from a wide range of heritage groups. The proportion of pupils who speak EAL is higher than the national average.
- The mobility of pupils is higher than the national average. Many pupils join the school with complex learning needs and sometimes little or no English.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of key stage 2.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and looked at pupils' work. Senior leaders joined inspectors for some observations.
- Inspectors observed pupils on the playground and in the dining room. They talked to pupils formally and informally and listened to pupils read.
- Discussions were held with: the headteacher; the deputy headteacher; the assistant headteacher (phase leader for key stage 2 and lead for English); the key stage 1 phase leader; the Reception teacher; the SEN coordinator; the learning mentor and the school business manager.
- The lead inspector met with the chair of the governing body and a representative of the local authority.
- Inspectors spoke to parents at the beginning of the school day and considered 39 responses to Ofsted's online questionnaire, Parent View, including 25 written comments. There were no responses to the staff questionnaire and the pupil questionnaire.
- A wide range of documentation was scrutinised including: the school's own self-evaluation; the school's improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including records of continuing professional development; minutes of governing body meetings, the single central record of staff recruitment; and safeguarding information.

## Inspection team

Sue Cameron, lead inspector

Her Majesty's Inspector

Nicola Harwood

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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