

All Saints Church of England Primary School

Inspection report

Unique Reference Number	103702
Local Authority	Coventry
Inspection number	308393
Inspection dates	5–6 March 2008
Reporting inspector	Patricia Potheary

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 on roll	
School	198
Appropriate authority	The governing body
Chair	Sandra Dixon
Headteacher	Diane Spring
Date of previous school inspection	20 September 2004
School address	Strathmore Avenue Coventry CV1 2AF
Telephone number	02476 224810
Fax number	02476 837030

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

All Saints is a small primary school where the majority of pupils are White British and a larger than average minority are from a variety of other ethnic groups. Pupil turnover is high, with up to a quarter of pupils joining or leaving the school in any one year, in addition to the usual admissions and Year 6 leavers. A small but significant minority of pupils do not speak English, their most common languages being Polish, Arabian, Tamil and Slovak. A small but larger than average minority of pupils have learning difficulties and/or disabilities. Take-up of free school meals is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

All Saints is a satisfactory school where pupils make sound progress in their academic work and good progress in their personal development. The school has a calm, safe and orderly environment and pupils really enjoy being there. When pupils join the school, their attainment is lower than the national average. In Reception, they make good progress and by the time pupils leave Year 6, standards are close to national averages, indicating satisfactory progress and achievement overall. More able pupils, and those who are learning English as an additional language, make slower progress in mathematics than they do in other subjects, because planning for their needs is not sufficiently effective.

The school has begun to improve the quality of teaching and lessons have become more interesting as a result. However, teaching remains inconsistent throughout the school, leading to some very good progress but also areas of underachievement in a few subjects and particularly in mathematics. Sound leadership and management are strongly focused on raising attainment and there is a gradually increasing trend of improvements in all subjects because of several successful initiatives such as the recent focus on phonics. Whilst the school collects plenty of information about individual pupils' progress, it is too diffuse and does not provide a clear picture of the progress of different groups in the different subjects. This slows the effectiveness of school improvement initiatives.

Parents are positive about all aspects of the school. They particularly appreciate how much their children enjoy school and how caring and friendly the staff are, typically reporting that 'it is a very well run school'. Pupils develop well in their confidence and social skills. They behave well so that lessons run smoothly and they have plenty of opportunity to work together which they do in a mature and productive way. They cite 'teachers really help you' and 'the children are really nice' as some of the reasons they like school.

In a successful effort to make learning more enjoyable, the curriculum is innovative. It supports pupils' good personal development well, providing plenty of opportunity for them to contribute to the community, for example. This has led to many taking a particularly active role in improving the school environment, and the school council is busy helping pupils understand democracy and how they can use their voice to improve the school. This stands them in good stead for the future.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in Reception as a result of effective leadership. Teaching, the curriculum and the guidance given to children are all well planned. Attainment on joining is below that found nationally and well below in communication, language and literacy. By the time they leave, children are working securely within national expectations in all the areas of learning, with a few exceeding them. Children progress well in the core skills of reading, writing and number work, and much improved phonics teaching is showing results. Children make the least progress in their creative development and the school recognises that opportunities to work with music in particular are too limited. There is a good balance between teacher-led and self-directed learning, and good use is made of the outside spaces to extend learning opportunities. One lesson, for example, led to some very good work, with some children directing mini robots, others drawing maps and yet others playing a directions game outside.

What the school should do to improve further

- Increase achievement and progress in mathematics, especially for more able pupils and for those who are beginning to learn English.
- Improve the consistency of teaching so that more pupils make good progress in all subjects.
- Present information about pupils' progress in a way that provides a better overview of how well different groups are doing.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of under performance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Following the good progress made in Reception, pupils of all ages and abilities make satisfactory progress overall, although this varies considerably between classes and subjects. Standards are broadly average by the time pupils leave Year 6, although fewer pupils reach the higher levels than is found nationally. Achievements in reading and in writing, although satisfactory overall, are increasingly good, largely as a result of recent initiatives, such as the special programmes run by teaching assistants.

Progress in mathematics is currently satisfactory, although a proportion of the more able pupils and those who are beginning to learn English underachieve. These pupils do better in other subjects. Those pupils who receive additional intervention, such as those with learning difficulties, make good progress. Pupils also do well in information and communication technology (ICT) and in science, where an emphasis on practical activities has improved performance.

Personal development and well-being

Grade: 2

Pupils are keen to learn and clearly enjoy school, especially now that their lessons are more practical and lively. They relish the frequent opportunities to choose what to do and take their responsibilities seriously. For example, they recently provided anti-bullying posters and they help to select new teachers. Despite this, attendance, although satisfactory, is still low, largely due to too many parents taking their children on holiday during term time. Pupils behave well and show care and kindness towards others. Only very occasionally does behaviour disrupt learning, but pupils feel that this is dealt with well. There is little bullying and pupils show that they have a good understanding of how to keep safe. Pupils also have a good appreciation and respect for the many different cultures and beliefs among them. Strong social and ICT skills, sound basic skills and the ability to work well in teams mean that pupils are well prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

Although satisfactory overall, teaching and learning are improving and they are usually good in Reception. There are an increasing number of good and outstanding lessons throughout the

school where pupils' interest is captured and rapid progress is assured. Teaching assistants contribute skilfully to this. Positive supportive relationships and varied interesting activities lead to good behaviour and so lessons have a purposeful buzz about them. The main weakness in teaching is its variable quality from year to year and within different groups and subjects. This is because of the inconsistent use of assessment and individual targets when planning lessons. This adversely affects the progress of some pupils, especially in mathematics.

Curriculum and other activities

Grade: 2

The school has embraced the new frameworks for literacy and numeracy and is generating an exciting curriculum that is beginning to impact well on standards. It has also increased creativity and enjoyment and pupils say they like the changes. In addition, it has led to some high quality work to support key skills in all subjects. This does not, however, ensure that pupils in all age groups receive a well-balanced coverage of skills in every subject. The curriculum effectively meets the needs of the high proportion of pupils with additional difficulties, through a series of well-targeted intervention programmes. Good links with other providers that secure a wide range of interesting arts activities, visits, visitors and popular clubs support pupils' personal development and enrich their learning well. This includes good and effective provision to encourage healthy living, and pupils enthusiastically take part in the many opportunities provided for sport.

Care, guidance and support

Grade: 2

The school has secure procedures for safeguarding pupils' welfare and fosters good links with other agencies to help those who need it. Induction for newcomers is particularly good, enabling them to begin learning almost right away. Teachers and senior leaders have a detailed knowledge of each individual pupil, and pupils report that they feel well supported personally and in academic learning. The school has been active in improving the below average attendance, which is better than is found in other similar schools. They have also been successful in overcoming some difficult behaviour so that it no longer slows learning. The use of targets to improve learning is inconsistent. Whilst pupils know what they must learn next, for many this is not effective in helping them improve, especially in mathematics.

Leadership and management

Grade: 3

There is an increasingly effective focus on raising standards. Senior leaders have fostered some productive links with the local authority and others to support their work in school improvement which is beginning to show results. The school has an understanding of its strengths and weaknesses and as a result, achievement and progress are beginning to improve, most noticeably in science, ICT and English. The capacity to improve is therefore satisfactory overall.

However, information about pupils' progress does not provide a sufficiently clear overview of how well different groups are doing in each subject and from year to year. This makes it difficult for senior leaders, governors and staff to pinpoint more specifically where improvement is most needed. School leaders recognise that further developing the way information is presented would accelerate their work of raising standards.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming when we visited your school. We enjoyed meeting you very much, joining you for lunch and seeing some of your lessons.

Your school has a calm and caring atmosphere. It is a satisfactory school, with many good things going on, just like you told us. Satisfactory teaching helps all of you to make at least adequate progress in your lessons, and good progress in your social and personal skills. Those of you in Reception usually make good progress and, in the older classes, the progress you make is at least satisfactory. Staff and governors work hard to keep improving the school. There have, for example, been some good improvements in English, science and ICT. We would now like to see them develop clearer ways of judging your overall progress. This is to help them pinpoint more accurately which groups of you are doing well and which groups need more support.

We have also asked the school to help you to make greater progress in mathematics, especially those who learn quickly and those who are just starting to learn English. In addition, we have asked them to see that more lessons are as good as the best so that you all make faster progress. We are sure that you will discuss this with your teachers and help them by working hard and doing your best to reach your targets.

Your teachers see to it that you have lots of activities to keep you interested, particularly the number of visits and projects you take on. You were keen to tell us that the school also keeps you safe and looks after you well. It is therefore pleasing to see that you are helping yourselves by taking plenty of exercise and eating a healthy diet. Your behaviour is also good, which ensures that lessons run smoothly and you can concentrate on your learning.

We are impressed with the responsibilities that you take on within the school and how much help you give to others. You clearly enjoy coming to school. We think that this, alongside your good skills in working together, will help prepare you well for your next school and future lives. We would like to see you carry on with the good work you all do to help the school develop further.

7 March 2008

Dear Pupils



All Saints C of E Primary School, Coventry CV1 2AF

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Yours faithfully

A handwritten signature in black ink that reads 'Patricia Potheary'. The signature is written in a cursive style with a long, sweeping underline.

Patricia Potheary
Lead inspector