

All Saints CofE Infant School and Nursery Unit

Inspection report

Unique Reference Number	125688
Local Authority	Warwickshire
Inspection number	340820
Inspection dates	17–18 June 2010
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Mrs Beryl Knight
Headteacher	Mrs Tina Keeling
Date of previous school inspection	5 March 2007
School address	The Priors Off Mitchell Road Bedworth
Telephone number	024 76313387
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Introduction

This inspection was carried out by two additional inspectors. They saw six lessons and four teachers. They held meetings with pupils, staff and governors. They observed the school's work and looked at its documents, policies, self-evaluation records, assessment information and 73 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's monitoring activities
- how much recent changes in the Early Years Foundation Stage have led to improvements
- the effect of the school's work on improving attendance.

Information about the school

All Saints CofE Infant School and Nursery Unit is smaller than average. Most pupils are White British and speak English as their first language. About half of the pupils have special educational needs and/or disabilities, this is well above average. The largest group of these pupils has speech, language and communication difficulties. The headteacher took over the school in an acting capacity in September 2009 and became the substantive headteacher in June 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

3

Main findings

All Saints School provides a good education where children are happy and thrive. It has numerous strengths. Teaching is good with interesting, lively lessons and a strong focus on helping pupils to learn. Good behaviour and the firm but friendly management of pupils mean that there are few interruptions to good learning. Very good support for pupils with speech, language and communication and other difficulties enables them to make good progress, just like their peers. Pupils' attainment at the end of Year 2 is above average and has been for some years. This means that, given their low starting points, the achievement of all groups of pupils is good. Effective curriculum planning constantly seeks interesting ways to deliver important skills by, for example, combining subjects, using the skills of visiting experts and taking pupils on enjoyable, relevant educational visits.

All staff contribute to the high standard of nurture. Each child is well known to at least one adult, often more. The school works hard to promote good attendance and punctuality but not all parents are supportive; improvements have been slow and attendance remains below average. Pupils say they feel safe because they know who they can turn to if they are concerned. Those who have barriers to learning are well supported with relevant individual plans and the effective use of outside expertise. These strengths contribute to pupils' good personal development. Parents and carers have favourable views of the school and very few concerns. One summed up the views of many, writing, 'I have a happy child who loves school....this, I feel, is due to the dedication of all staff.'

The leadership and management of the school are satisfactory. After a period of uncertainty, during which the acting role of the headteacher and other staffing difficulties held back reforms, the recent confirmation of the headteacher's permanent position means the leadership is now well placed to drive the school forwards. Limited monitoring has meant school improvement has been slow in recent years. Governors provide strong support but have been unable to offer a strong challenge because they do not rigorously monitor the school. Nevertheless, teaching remains strong and there is a trend of improvement in key areas, like assessment and the Early Years Foundation Stage, and a drive for better provision. Staff are motivated and share ambition to provide the best for all pupils. Systems are embedded to enable continuing development and the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- By January 2011, improve attendance by building on current good practice and

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involving educational welfare officers where an individual pupil's attendance is causing concern.

- By September 2010, introduce a cycle of monitoring so that leaders systematically check up on provision, especially teaching, and act on weaknesses.
- By November 2010, ensure governors introduce a system of monitoring to improve their understanding of the school and use the information gained to provide more rigorous challenges to its leaders.

Outcomes for individuals and groups of pupils**2**

Attainment on entry to Year 1 is close to the national average. Pupils possess the good learning habits and maturity to enable them to cope well with the National Curriculum. Good teaching, well focused on each pupil's needs, ensures that nobody gets left behind and progress for all is good. Lessons carefully consolidate previous learning before emphasising today's objectives and pushing hard to achieve them. Consistently effective classroom practice and keen receptive pupils ensure good progress. Pupils' attainment at the end of Year 2 has been above average for the last four years. This represents good achievement for all. The school's considerable strengths in supporting those with special educational needs and/or disabilities mean these pupils are strongly supported and achieve as well as their peers.

Pupils are happy at school and behave well. They get on well together and are very independent when working on their own. Good relationships with adults inform their views that they are safe at school. Pupils show a good understanding of how to avoid risks, whether at school, at home or in transit between the two. They are happy and keen to run off their surplus energy in various forms of exercise on offer and recognise how important this can be to their health. They also know what foods are good for them and ones where excess consumption could have adverse effects.

Consistently good behaviour by pupils promotes good relationships with the local community. Pupils are keen to be involved in the school community. However, the school council is currently limited in its scope and, while it provides a good forum for pupils' views, it has had little impact on the school. Despite considerable efforts, attendance remains low, although it has improved this year, despite various epidemics. Pupils develop and apply important skills like literacy and numeracy well. The school's strong partnerships, particularly with secondary education, ensure they are well informed about the next steps in their education.

Pupils have a good grasp of right and wrong and their positive behaviour and care for others exemplifies this. They are empathetic to one another's views and beliefs but have too few opportunities to engage with pupils from different ethnic or religious backgrounds.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Considerable thought has gone into providing an interesting curriculum. The work in Year 1 is very well planned to provide a smooth transition between the less structured Early Years Foundation Stage and more formal activities higher up the school. A creative approach to planning, for example using interesting topics like 'the jungle' to deliver important skills in English, mathematics and elsewhere, means lessons are usually very engaging. Numerous educational visits often stimulate learning, widen horizons and are well used as prompts for written tasks. Visitors, such as dance groups, fire officers and theatre groups add variety to pupils' education and further stimulate learning.

Consistently effective teaching is one of the school's strengths. Capable teachers use their detailed knowledge of pupils to plan most effectively. Lessons are well paced and offer a lively mixture of activities. Tasks for pupils are varied so that all are kept at full stretch and those who need extra time and/or support receive it. Pupils are capably and subtly managed so that behaviour is good and disturbances to lessons are minimal. Positive relationships are the norm and classrooms are pleasant places to grow and learn. Teaching assistants are well briefed and play their part in the good support for those with speech, language and communication and other difficulties. Improved assessment information enables each pupil's progress to be precisely tracked and helps identify those who may be struggling. Marking of books is regular but, while pupils receive good oral advice, written guidance and target setting are less usual.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Adults are most approachable and always available to help pupils who may be tearful or concerned. Pupils are sometimes 'paired up' to support those who are less confident. The many pupils with special educational needs and/or disabilities are well supported. The experienced and capable co-ordinator ensures that those experiencing difficulties are quickly identified and their needs sympathetically addressed. Ongoing assessment and planning involving parents and outside agencies provide very good support. Many pupils quickly progress so that, soon, they can more than cope with school independently and are removed from the register. The school's considerable efforts to improve attendance use a multi-faceted approach and are reducing absences. Good links with local schools of all age ranges ensure pupils' transition into and out of school goes smoothly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has had a lonely furrow to plough in the last year, first in her acting capacity and then, recently as substantive headteacher. She has undertaken much necessary but time-consuming training and is now well qualified to drive the school forwards. The lack of leadership capacity among the staff and governors has meant that there has been only limited monitoring of the school. However, teachers have continued to perform effectively in the classroom. Good teaching has sustained good progress and achievement. The shared commitment of all staff to the pupils means good equality of opportunity for all and no discrimination.

Planning for the future has identified the correct priorities and the headteacher's understanding of weaknesses has led to improvements since her appointment. For example, the each pupil's progress is now carefully recorded and monitored, so interventions providing extra help are both relevant and effective.

Governors support the school strongly but do not have methods to independently evaluate strengths and weaknesses. A lack of systematic monitoring means that the governing body cannot provide challenge and support to school leaders as it would like. Governors take care to ensure that pupils are safe at school, keeping an over-view of the area and regularly checking procedures. Safeguarding is satisfactory with careful risk assessments for all activities and a rolling programme to ensure that all policies are up-to-date. However, the monitoring of the effectiveness of all these policies can be inconsistent.

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The school fosters good links with parents and keeps them well-informed about pupils' progress. Positive relationships are evident at the start and end of each day when parents are welcomed into the school, providing good opportunities for an exchange of information. Initiatives to engage with hard to reach parents, including parenting courses run by the school nursing service and a family cookery session, have resulted in some notable successes for parents and children. Strong partnerships with local schools, including a valuable link with a technology college, have done a great deal to enrich pupils' experiences and improve the curriculum. A sports partnership with the London Olympics brought a nationally recognised gymnast into the school. This enthused many Year 1 and 2 pupils and made them more aware of the delights of exercise.

The school has analysed its work in promoting community cohesion and has identified where improvements are needed. It correctly recognises its good work in promoting cohesion within the school and in the local community. There are embryonic links with schools in contrasting environments both within the United Kingdom and abroad but these are, as yet, too underdeveloped to have any impact on pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills and aptitudes that are much lower than those usually seen for their age. Many have particularly poor speech, language and communication skills. Staff get to know each child's strengths and needs very quickly, enabling early identification of those who would benefit from extra support. Effective plans encourage the tailoring of activities and support to each child, so all benefit from the correct degree of challenge and assistance. This promotes good progress. By the

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time children leave the Reception class many have reached their early learning goals and their level of attainment is close to average. Their personal and social skills are higher and children move on to more formal education well prepared for lifelong learning. Given their starting points, this represents good achievement.

Lessons are stimulating and well focused on children's needs. During the inspection week, music was the emphasis and numerous creative opportunities in both the Nursery and Reception class were provided. Nursery children loved the 'big painting' they were doing outside to the strains of Holst's 'Planets Suite' where they applied paint with vigour or delicacy, depending on the tenor of the music. The resulting works were joyous to behold. The much improved assessment of children's progress provides a clear picture of each child's development with photographs, notes, analysis, children's work and parents', often-delighted, comments. Good accommodation and interesting, imaginatively deployed resources enliven children's experiences.

Staff work as a very close knit team, well briefed by the capable leader of the stage and empowered to work independently if required. Planning links across the age range ensure smooth running day-to-day, for example in maximising the shared use of the outside area. All staff foster very positive relationships with parents and carers, giving them every encouragement to become involved in their child's education. Rapid changes of staff, beyond the control of the leadership, has proved a barrier to better progress historically but greater stability recently is paying off in better provision, especially more thorough assessment, and this is leading to improved progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of parents returned questionnaires. Almost all expressed themselves very satisfied with their child's experience at the school. They had very few concerns. A few parents expressed concerns over the way the school deals with unacceptable behaviour. The inspection found behaviour to be good; the rare instances where it was unacceptable were firmly dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE Infant School and Nursery Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	70	21	29	1	1	0	0
The school keeps my child safe	56	77	15	21	1	1	0	0
The school informs me about my child's progress	47	64	25	34	0	0	0	0
My child is making enough progress at this school	50	66	20	27	3	4	0	0
The teaching is good at this school	54	74	19	26	0	0	0	0
The school helps me to support my child's learning	48	66	23	32	0	0	0	0
The school helps my child to have a healthy lifestyle	46	63	25	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	64	25	34	0	0	0	0
The school meets my child's particular needs	48	66	25	34	0	0	0	0
The school deals effectively with unacceptable behaviour	35	48	34	47	1	1	2	3
The school takes account of my suggestions and concerns	40	55	30	41	2	3	0	0
The school is led and managed effectively	44	60	27	37	2	3	0	0
Overall, I am happy with my child's experience at this school	56	77	15	21	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 June 2010

Dear Pupils,

Inspection of All Saints CofE Infant School and Nursery Unit, Bedworth, CV12 9HP

Thank you for the nice welcome you gave to the inspectors when we recently visited your school. All Saints is a good school and we agree with you that it is a happy place to learn. There are lots of good things about the school. One of the most important is your good behaviour, well done! You are well cared for by all the adults in the school and this helps your good personal development.

Good teaching makes lessons fun and helps you to learn well. This means that your achievement is good and you leave school with above average standards. The mix of subjects and topics you study, called the curriculum, is lively and very interesting. The headteacher and staff work hard to develop the school and now that the headteacher is in a permanent position, improvements should follow.

I have asked the school to improve the following:

- keep working on attendance using outside help when it is needed, to cut down the number of absences. You can help in this by really trying to come to school as much as possible
- leaders should check up on the school more often to help make improvements
- governors should also check up on the school more fully so they can offer help with its leadership.

Once again, thanks for all your help. It was lovely to meet you,

Yours sincerely

John Carnaghan

Lead inspector

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