

# All Saints CofE Infant School

The Priors, Off Mitchell Road, Bedworth, CV12 9HP

**Inspection dates** 10–11 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are outstanding. The headteacher provides exceptionally clear leadership and enjoys the wholehearted support of parents and staff.
- Senior leaders and governors have secured improvements in the quality of teaching, pupils' attendance and in their attitudes to learning. As a result, their levels of achievement and personal development are rising.
- The assistant headteacher has improved provision in the Early Years Foundation Stage to its current outstanding level through inspirational leadership.
- Governors know the school well and constantly challenge the headteacher to maintain the pace of school improvement.
- Teaching is consistently good. Lessons are interesting and steadily build on pupils' knowledge, understanding and skills.
- Pupils make good progress to achieve expected standards in reading, writing and mathematics by the end of Year 2.
- Pupils feel very safe and behave exceptionally well. They are happy in school and extremely keen to learn and are therefore very well prepared for the next stage of their education.
- Pupils are well prepared for life in modern Britain. Very good provision for their personal development inculcates a strong sense of the equal worth of each individual, regardless of race, religion, background or disability.

### It is not yet an outstanding school because

- Lessons do not provide enough opportunities for pupils to consolidate and apply mathematical skills as they learn them.
- The curriculum does not provide a wide enough range of opportunities for pupils to express themselves creatively.

## Information about this inspection

- The inspector visited all classrooms to observe pupils learning, talked with the pupils about their work and looked through their books. Some of these activities were undertaken jointly with senior leaders.
- The inspector heard some pupils read and observed pupils' behaviour during playtimes, lunchtime and at the beginning and end of the school day.
- Meetings were held with members of staff, groups of pupils and four governors. A telephone discussion was held with a representative of the local authority.
- The responses of 16 parents to Ofsted's online survey, Parent View, were taken into account, alongside the school's recent parental questionnaire and comments made to the inspector by parents. The views of staff were also considered, including 21 responses to a staff questionnaire.
- A range of documents were examined, including safeguarding policies and procedures, the school's view of its own performance and records of the progress of past and current pupils.

## Inspection team

Peter Kerr, Lead inspector

Additional Inspector

## Full report

### Information about this school

- All Saints Church of England Infant School is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils for whom the school receives the additional funding known as the pupil premium is about one in three, which is above the national average for primary schools.
- The proportion of disabled pupils and those who have special educational needs is nearly one in three, which is high compared to the national average for primary schools.
- The Reception class and Nursery unit provides a part-time early years curriculum for children aged three to four and a full-time early years curriculum for pupils aged four to five.

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

- Raise standards in mathematics further by:
  - ensuring that mathematics lessons include opportunities for pupils to consolidate the skills they learn by applying them in a variety of ways
  - planning more opportunities for pupils to use their mathematical knowledge and skills in other subjects.
- Improve pupils' creative development further by:
  - providing more time and support within the timetable for pupils to express themselves creatively in art and music.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher provides outstanding leadership. Together with the assistant headteacher she has established a vibrant culture within the school that successfully encourages hard work and good behaviour from the pupils, sustained involvement and effort from staff, and enthusiastic support from parents.
- The leadership team, with excellent support from an increasingly well-informed governing body, has very good capacity to continue improving the school. Since the last inspection, inconsistencies in teaching and progress have been ironed out by the headteacher. Other senior leaders have played their part, particularly in establishing outstanding provision for the Early Years Foundation Stage. Pupils want to learn and more parents want to make sure they do well. As a result, pupils' attendance is improving and they are achieving more.
- All staff with leadership responsibilities fulfil their roles well. English, mathematics are led and managed effectively, as is provision for disabled pupils and those who have special educational needs. All members of staff feel that they have a meaningful part to play in supporting school improvement. The staff questionnaire returns reflect this commitment. A number of staff commented about how proud they are to be part of the school 'family'.
- Parents are very supportive of the school and they, too, feel that they have a say. The responses on the Parent View website are particularly positive about how the school responds to their concerns. One parent gave an example of how the school had modified aspects of its policy to accommodate a specific concern she had raised.
- Arrangements for safeguarding meet all statutory requirements. The school has very robust procedures to ensure safe recruitment and the vetting of all adults who work with pupils. Clear policies on ensuring pupils' safety, including when using the internet, are available to parents and are regularly reviewed and updated.
- The curriculum prepares pupils well for life in modern Britain and provision for pupils' spiritual, moral, social and cultural development is very good. They learn about life beyond their immediate locality through many off-site visits. The school is vigilant about eliminating any possibility of discrimination and successfully ensures that all pupils have equal opportunities to participate and succeed.
- Extra funds to support disadvantaged pupils are used well. The school regularly reviews the impact that the spending has on the pupils for whom it is intended in terms of their well-being, personal development and educational progress.
- The school uses the primary school physical education and sport premium effectively. Some funds have been spent on employing specialist sports coaches to work with the pupils at lunchtimes, some on membership of the local schools sports organisation and some is ear-marked for new playground equipment. The impact is monitored and improvements have been noted in participation in activities and the level of skill and team work among pupils.
- The local authority gives minimum support to this school because it rightly judges it to have a very good capacity to sustain improvements independently.
- **The governance of the school:**
  - Governance has improved significantly since the previous inspection. Governors now have a very good knowledge about the quality of teaching and pupils' achievements. They have received training on how to interpret pupil performance so that they can check for themselves how well pupils are doing. They keep abreast of school improvement through first-hand observations.
  - The governing body makes sure that the contribution of staff to raising pupils' achievements and improving the management of the school is linked to the pay increases they receive and take decisive measures when any staff fail to meet the demands placed on them.
  - The budget is managed effectively and governors are aware of how the pupil premium is being spent to

help supported pupils make good progress and raise their attainment.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. They are unfailingly polite and responsive, and enjoy helping around the school. Their excellent behaviour and self-confidence was very evident in the smooth running of the school's nativity play, which was performed to parents during the inspection.
- In lessons, pupils listen attentively and are always eager to answer questions and make contributions. They work well with each other in pairs or small groups and stay on task with minimal supervision. This was particularly evident when Year 1 pupils worked happily, talking to and helping each other while concentrating on cutting and sticking tasks, without any adult help.
- Pupils take on duties around the school from the Nursery class onwards. Older pupils enjoy taking on extra responsibilities, especially as 'shining stars' in Year 2. These pupils help to plan assembly topics and demonstrated real maturity when discussing what prayers are for. The pupils show great pride in their school and the contributions they make. They eagerly show visitors around the school and particularly enjoy talking about their earlier experiences in the Nursery and Reception classes.
- Behaviour is excellent at playtimes and around the school. Pupils play well together, particularly in team games supervised by visiting coaching specialists. They learn and accept rules and have a strong sense of fair play.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school. When asked about bullying in the school, pupils show that they fully understand what bullying is and what forms it can take. They say that bullying hardly ever happens, if at all, and if anyone is unkind to other pupils the staff deal with it straightaway.
- Pupils know that all staff care for them as individuals and this helps them to feel safe and secure. Attendance has steadily improved from below average to average because the school has succeeded in persuading more parents of the importance of regular attendance. Safeguarding arrangements meet requirements.
- Pupils have a keen moral sense and appreciate that everyone is a unique and special individual. They know that discrimination on any grounds is wrong. Pupils from all backgrounds and with a range of needs and backgrounds are naturally included in all activities and friendship groups.

## **The quality of teaching** is good

- Teachers' planning is thorough and ensures that lessons build steadily on pupils' skills in literacy, reading and mathematics. Teachers demand high standards. They mark pupils' work regularly and provide guidance on improvement that pupils respond to well. As a result standards are steadily rising.
- The basic skills of linking letters to sounds (phonics) are taught well and teachers check that pupils use them in their reading and writing. Verbal communication skills are also taught well, as was illustrated by the confidence with which pupils delivered their lines during the Christmas production.
- Mathematics is taught systematically and well. Teachers intersperse number work with lessons on other aspects of mathematics such as shape and measuring tasks. This increases pupils' confidence in tackling tasks which call upon them to demonstrate a variety of skills. Sometimes this leads to pupils not consolidating their knowledge and applying their newly learned skills before moving on to the next topic.
- All subjects are taught effectively through topics but the development of pupils' creative art and music

skills is not planned for as effectively as other aspects of the National Curriculum.

- Teachers and teaching assistants work very closely and effectively together to ensure that all groups of pupils receive the support they need to learn effectively and do their best. The support given to disabled pupils and those who have special educational needs is tailored closely to the individual pupils' needs and also used to help boost the pupils' confidence in working within groups.

### The achievement of pupils

is good

- Attainment at the beginning of Year 1 is below what is expected nationally, especially in language and communication skills. A significant proportion of pupils have special educational needs in these areas. These pupils make good progress relative to their starting point but their attainment is still below that of other pupils in the same class because of the extent of their needs.
- There is no settled pattern of differences in progress and attainment between disadvantaged pupils and other pupils in the school. The school's own data shows that most disadvantaged pupils currently reach the level of attainment expected for their age, but that other pupils in the same class sometimes make better progress and achieve higher standards. The school is very aware of this and is reviewing and adjusting the support given to try and narrow these gaps.
- The results in the national assessments at the end of Year 2 show broadly average attainment in reading, writing and mathematics, with little difference between the three subjects compared to the national picture. This represents good progress compared with the pupils' starting points.
- Pupils are keen readers and read a wide range of books. Younger readers use their knowledge of letter sounds well, alongside clues from illustrations, to help them sound out new words. The school's checks on this aspect of the pupils' knowledge at the end of Year 1 confirm that they reach at least the expected standard for their age.
- Pupils make good progress in writing. The work in their books show a steady progression in their ability to write proper sentences neatly, use an increasing range of punctuation and make their writing more interesting. Their writing helps them to make good records of their topic studies. There is less evidence of them applying mathematics skills in other subjects.
- Progress is good in mathematics. Pupils learn skills in all the different aspects of mathematics and make particularly good progress in number work. They move on regularly from one aspect of mathematics to another, which helps them gain confidence in tackling mathematical tests. On some occasions, however, they move on to new work too quickly, having started work in an area that could have led to interesting and challenging applications that they do not explore.
- Pupils enjoy music and art lessons. They sing very well, as was evident in their singing during the Christmas production. They draw and paint well, for example when illustrating topic work. Their progress in creative self-expression is less evident because they have limited opportunities to explore colour, shape and sounds during lessons.
- The most able pupils achieve higher levels of attainment in reading, writing and mathematics, but sometimes do not reach their full potential in areas that are not tested nationally because lessons do not provide sufficient opportunities for them to experiment and develop their creative side.

### The early years provision

is outstanding

- The Nursery and Reception classes together provide an exemplary setting for children to develop to their full potential, whatever their starting points. As one parent commented, 'The staff run a tight ship but encourage creativity and independence among the children'. The inspection confirms that the staff achieve an excellent balance between teaching skills to children and supporting them so that they learn as they play.

- Parents appreciate the open door policy at the start of the day as it enables the children to settle quickly and confidently into their routines. The staff plan and work together in a highly effective manner so that learning is continuous and enjoyable throughout the setting. The children's knowledge of letters and numbers develops rapidly and securely because they have many opportunities to practise them in interesting ways.
- The shared outdoor learning area is used most effectively to enable free-flow learning in which the Nursery and Reception staff support all the children's learning as they play together. This is made possible by the rigorous planning of all activities and the staff's knowledge of what they expect the children to learn from them.
- The children know the daily routines well and confidently chose from activities. They often collaborate with each other because the activities encourage this. For example a group of four or five children played together for a long time with a model railway because the previous day they had enjoyed a stimulating visit to a local steam railway.
- Teaching is always at least good and is often outstanding because the staff are skilled and effective at supporting their learning. All staff teach new skills effectively to small groups of children and the class teachers set outstanding examples when teaching the whole class or groups, and when supporting learning. Very attractive and informative learning journals enable parents to share a record of the children's progress and development.
- Teaching assistants and teachers use every opportunity to assess the children's development as they play and add further challenge or give extra support as and when necessary. This is particularly effective at enabling the most-able children to develop specific skills, for example in mathematics, to a higher level while developing at the same rate as their peers in other areas of learning, particularly social and emotional development.
- Disabled pupils and those who have special educational needs are particularly well supported and make excellent progress relative to their starting points. Children with very significant learning difficulties have made rapid strides in their progress according to some parental comments because of the high quality individual support they receive at the school.
- Many children enter the Nursery class at lower than typical stages of development for their age, particularly in emotional and social development and in communication skills. Progress is rapid from the very start but even so, many children still leave the Reception class without having achieved the Early Learning Goals in these areas. Sensible steps are taken to ensure that children continue to learn partly through choice and play in Year 1 until they have achieved the goals.
- Children make outstanding progress overall, becoming confident, independent learners, able to sustain concentration and effort. They develop very well physically because of the wide range of small and large equipment and apparatus regularly available for them to play with. Their progress in social and emotional development is excellent. They are encouraged and supported to dress themselves and take responsibility for their own personal hygiene and to make choices and collaborate with each other.
- The children develop a very good knowledge and understanding of the world around them, including computers and other aspects of modern technology, because of the way the staff talk and interact with them about their experiences. They progress in creative development is very rapid because they have so many opportunities to experiment in art and music activities and role play.

## 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

<b>Unique reference number</b>	125688
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	449773

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beryl Knight
<b>Headteacher</b>	Tina Keeling
<b>Date of previous school inspection</b>	17 June 2010
<b>Telephone number</b>	024 7631 3387
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