



# All Saints C of E Aided Infant School and Nursery Unit

Inspection Report

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**Unique Reference Number** 125688  
**Local Authority** Warwickshire  
**Inspection number** 293332  
**Inspection date** 5 March 2007  
**Reporting inspector** Martin Cole

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

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<b>Type of school</b>	Infant	<b>School address</b>	The Priors
<b>School category</b>	Community		off Mitchell Road
<b>Age range of pupils</b>	3-7		Bedworth CV12 9HP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	024 76313387
<b>Number on roll (school)</b>	124	<b>Fax number</b>	024 76314081
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	B Knight
		<b>Headteacher</b>	Mark Ingham
<b>Date of previous school inspection</b>	18 November 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This small infants school serves an area where parents' social and economic circumstances are generally below average and there is some social deprivation. Almost all pupils are White British. The attainment of pupils as they start at the school is generally well below average. The proportion of pupils who have significant learning difficulties or disabilities is higher than in most schools.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. Inspectors' judgement about this is more positive than the school's cautious view of itself as 'satisfactory'.

A very strong feature of the school which greatly pleases parents is the good quality of the care, support and guidance of pupils. Right from children's first weeks in the Nursery, they benefit from the very caring and supportive relationships staff make with them. This helps the children develop very positive attitudes to school, learning, each other and the adults who help them. Pupils grow significantly in self-confidence, feel very happy and safe at school and find a good deal of enjoyment in their time there. Pupils' personal development and well-being are good.

Pupils' growing confidence and responsible attitudes are preparing them well for their future adult lives and are helping them to learn well. Because they are keen to learn, try hard and behave well, pupils are able to take full advantage of the good teaching and curriculum provided for them and thus achieve well. Good quality arrangements for Foundation Stage children help them to get off to a good start and achieve well. There is further good progress in Years 1 and 2. From a low starting point on entering school, pupils make good progress to reach average standards in reading, writing and mathematics by the end of Year 2. Very good support for pupils with learning difficulties or disabilities is helping them to make good progress, too.

A strength of the good teaching and the good curriculum is the successful planning of work suited to the range of pupils' abilities and needs. This has improved with the introduction of more rigorous and systematic checks on pupils' progress to identify their needs. Pupils benefit from many opportunities to work in small groups, often supported by the effective help and guidance of teaching assistants. Teachers manage pupils skilfully, maintaining their interest in and attention to their work. A rich range of educational visits, visitors and other activities beyond the classroom valuably extends pupils' opportunities to learn and enjoy themselves.

The good quality of education reflects good leadership and management. The school's strong commitment to the care of pupils and to providing equal opportunities is put effectively into practice. Very good links with parents support these endeavours. Although the school has improved satisfactorily since the previous inspection, the pace of improvement was slow at first. The procedures used by both senior staff and governors to keep a check on the school's performance have not been sufficiently rigorous. With recent support from external agencies, the school has begun to raise the quality of its checks and increase the pace of school improvement. There is a now a sound capacity for further improvement.

### **What the school should do to improve further**

?Ensure the school's checks on its own performance are regular and rigorous and are used to plan for a faster pace of school improvement.

?Improve the contribution of governors to judging how well the school is doing and to planning for improvement.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities, needs and backgrounds achieve well. Children make good overall progress during the Foundation Stage. This is particularly true for personal, social and language skills which are low for a good many children when they start out. Some recent interruptions to the continuity of Reception class staffing slowed children's progress a little, but it has still been satisfactory and the situation is now resolved. Children end the Reception Year with overall standards a little below average. However, with further good progress in Years 1 and 2, pupils leave the school with standards that are at least in line with national standards. In some years, Year 2 pupils' national test results are above average. Pupils with learning difficulties or disabilities make good progress toward the challenging individual targets set for them. The small number of pupils who use English as an additional language benefit from the high quality of care and individual support the school provides; they also achieve well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Building on a very good start in the Nursery, pupils develop positive attitudes. They enjoy coming to school and their attendance, which is much improved since the previous inspection, is above average. Personal and social skills are well developed, one parent acknowledging this by saying 'My daughter was initially a shy child and is now full of confidence.' Pupils willingly accept responsibilities such as collecting registers, tidying up, putting out chairs or watering plants. However, other opportunities, for example, to express their views through a school council or to look after others in the playground, are underdeveloped. Pupils contribute to the school and the wider community through fund-raising. A good awareness of other cultures is encouraged through celebration of a range of religious festivals or, for example, in their excellent work on 'Aboriginal art' in Year 2. Pupils are polite, well behaved and friendly. Bullying is rare and dealt with effectively if it happens. Pupils show good awareness of healthy eating habits and know that exercise is important. Growing independence and good progress in skills of literacy, numeracy and information and communication technology are preparing the pupils well for further learning and later adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Close teamwork amongst teachers and teaching assistants promotes good attention to the individual needs of pupils. Careful assessments of pupils' progress are now well used to match the tasks and support given with pupils' abilities and needs. Pupils in need of extra help are carefully identified and thorough additional help is given. Teachers make lessons enjoyable, capture pupils' interest and guide them successfully towards well defined targets for their learning. Lessons are calm and purposeful. They combine sessions of effective direction from teachers and good opportunities for pupils to work by themselves. Teachers challenge pupils to give of their best but also are unstinting in the encouragement and help they provide. They mark pupils' work carefully, acknowledging success. However, they do not regularly tell pupils the next steps they can take to make progress.

### **Curriculum and other activities**

#### **Grade: 2**

Children at the Foundation Stage engage in a good variety of interesting and appropriate activities. There is a good blend of adult-directed learning and opportunities for pupils to explore and use their imaginations by themselves. In Years 1 and 2, there are many opportunities for reading, using computers, applying mathematics and investigating. Teachers often link the learning in different subjects to make it more interesting and relevant. Pupils benefit from interesting visitors, such as drama groups, and from many visits to museums, local places of interest and events like the Bedworth Science Festival. Pupils say that they enjoy these activities. The curriculum for pupils with learning difficulties and disabilities is good. However, provision for gifted and talented pupils, although currently being developed, is more limited in terms of the opportunities offered.

### **Care, guidance and support**

#### **Grade: 2**

The welfare of the pupils is central to the work of the school. A very caring and supportive ethos results in happy pupils who clearly love their school. Parents speak highly of the school's care, guidance and support, with comments such as 'all of the teachers are patient and understanding' and 'all staff are supportive and show real concern'. Rigorous procedures are in place to ensure safety and welfare. Teachers and teaching assistants know their pupils well and give them effective individual support. This enables these pupils to be fully involved in the life of the school and to make good progress. Groups of pupils have learning targets, but individually pupils are sometimes unclear exactly what they must do to make further progress.

## **Leadership and management**

### **Grade: 2**

Very good staff teamwork is built around a strong sense of shared aims and values. This leads to a very caring ethos that embraces parents and pupils alike and provides a successful basis for pupils to make good progress in both their personal and academic development. The day-to-day management of the school is well planned and good organisation ensures all support staff are effectively deployed. Planning for the longer term has sometimes lacked ambition, as is shown by the initially slow response to the weakness identified at the previous inspection in checks on the school's performance. In the last year, the school has formed a productive partnership with external agencies offering advice and this has begun to raise the quality of senior staff's checks on the school's work and of related planning for improvement. Governors have not previously held the school to account for its performance or improvement with enough vigour. However, a now much changed governing body has undertaken relevant training and governors are beginning to acquire the confidence and understanding to fulfil their role more effectively.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

## **Text from letter to pupils explaining the findings of the inspection**

The inspectors who visited your school recently would like to thank all of you for your friendly welcome. We enjoyed meeting and talking to you.

We were pleased when you told us how much you enjoy school. We could see that you have a lot of fun. It is a very happy school. Your behaviour is good and you get on well with each other and with the adults. We saw that your teachers give you good lessons and lots of help and encouragement. This is helping you to make good progress in your work.

All the adults look after you really well and do their very best to make sure you are happy at school. They organise lots of enjoyable visits and bring visitors in to make your work and assemblies interesting and fun.

We were glad to see that you know what you need to do to stay healthy. Many of you are trying to eat healthily and you join in physical exercise keenly.

We have said that your school is giving you a good education. The adults in charge of it are doing a good job. However, we have suggested some ways that the school could be still better:  
?by making sure the school regularly looks for any ways it can make your education still better  
?by asking the governors who help look after the school to check how well the school is doing and think of ways to improve it.

We wish you all the best for the future.