

# Inspection of All Saints Church of England Academy

Warwick Road, Leek Wootton, Warwick, Warwickshire CV35 7QR

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Inspection dates: 17 and 18 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at this inclusive school and enjoy a strong sense of belonging. They feel safe and know that adults will help them if they are worried or concerned. The ethos of care for others is evident across the school.

Pupils are polite and respectful. They welcome visitors with enthusiasm. They show care and empathy for others and understand the importance of including everyone. Adults and children treat each other with kindness.

Leaders are ambitious and have high expectations for pupils. The curriculum is broad and interesting. This helps pupils to enjoy school and to have positive attitudes towards learning. Pupils enjoy reading a wide range of texts. They rightly say this helps them to use reading in all aspects of learning. Pupils achieve well at All Saints and are well prepared for the next stage of their education.

Pupils have opportunities to experience a range of activities. These include trips, special days in school and a range of clubs, including sports, cooking, singing and dance. Many parents and carers praise all the school does to support pupils and their families. Echoing the views of many, a parent said, 'This is a lovely school with supportive teachers who treat each child as an individual.'

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and ambitious curriculum to meet the needs of the mixed-age classes. In most subjects, leaders have set out clearly what they want pupils to learn. However, for a few subjects, this is less clear. Leaders know this. They are working to refine the steps of learning. This is so that teachers know what should be taught, and when it should be taught, in all subjects. In some subjects, such as English and mathematics, teachers use assessment strategies well. In other subjects, these are in the early stages of development. In these subjects, teachers do not have an accurate view of what pupils already know and can do.

Pupils enjoy talking about their learning. Where the content is set out clearly, such as in history, geography and mathematics, pupils remember and share a range of knowledge. For example, they related their learning about rocks in science to their study of erosion on the coastline in geography. They then used this knowledge to help them apply a range of painting techniques to depict a coastal scene in art and design.

Reading is a priority in school. There is a consistent approach to the teaching of phonics across the school. Extra reading materials ensure that pupils have access to a wide range of diverse texts. Pupils read books which are closely matched to the sounds they are learning. They learn to read well. Those who need help with early reading are supported to catch up quickly. Pupils enjoy the 'reading challenges' which encourage them to read for enjoyment. This helps to develop their

enthusiasm about reading. They talk knowledgeably about a range of authors and text types.

This love of reading begins in the early years. Reception and Year 1 pupils work together on their learning. Younger children learn from their older role models. Children in the early years are settled and happy. They show respect as they work and play together. They take turns and engage well in a range of learning activities.

The leadership of special educational needs and/or disabilities (SEND) is particularly strong. Leaders have created a highly inclusive school. Staff know what needs to be in place for individual pupils with SEND. They follow this through to give the right help at the right time. For example, leaders have introduced a system which allows parents, pupils and teachers to recognise the small steps of progress made. This reassures pupils and encourages pride and independence in them.

Leaders promote pupils' wider personal development well. Pupils have a strong sense of right and wrong. They learn about inclusion and accepting differences. For example, children talk about the different ways in which people learn and say, 'It is ok to be different.' Pupils understand about staying healthy and keeping safe. Pupils particularly enjoy the annual stone ceremony, where all new children create a stone for the peace garden. They really enjoy working towards the 'truly brilliant award'. One pupil said, 'The school will always find solutions for anyone who has difficulties.'

Trustees and governors provide strong support and challenge. They help leaders to bring their ambition to provide a good-quality education for all to life. Leaders have established a well-trained and effective staff team. Staff say that they value leaders' regard for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority across school. Staff benefit from regular training. This helps them to recognise and respond to any concerns quickly. Staff know pupils well and work closely with parents and external agencies when required. This means that pupils and their families get the support they need promptly.

Pupils learn how to keep themselves safe in a range of situations. This includes knowing about how to keep their bodies healthy and safe. Pupils know how to stay safe online.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders have not clearly identified the key knowledge they want pupils to learn. This means that, in some subjects, pupils do not learn in a sequenced way to build on what they already know. Leaders should consider the design and sequencing of the curriculum in these subjects so that pupils know and remember more.
- Leaders' use of assessment in some subjects has only recently been introduced. As a result, in foundation subjects, it is not clear how leaders and teachers know what pupils have learned. This means there are gaps in pupils' knowledge. Leaders should continue to refine their use of assessment across subjects so that it accurately identifies what pupils know so that teachers can make appropriate adaptations for pupils' future learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145392
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10268103
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paula Whitfield
<b>Headteacher</b>	Andrew Morris
<b>Website</b>	<a href="http://www.allsaints-leekwootton.covmat.org">www.allsaints-leekwootton.covmat.org</a>
<b>Date of previous inspection</b>	25 May 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is one of 19 schools within the Diocese of Coventry Multi-Academy Trust.
- The school is part of the Green Leek Federation, with Burton Green CofE Academy.
- The school uses the services of one registered alternative provider.
- The school provides a breakfast club and before- and after-school activity clubs.
- The school is part of the Church of England Diocese of Coventry. The school's section 48 inspection was carried out in March 2016. The next inspection is due within eight years of the previous inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also looked at other subjects to check how they are planned and taught.
- The lead inspector held meetings with the headteacher, senior leaders and school staff.
- The lead inspector met with representatives of the Diocese of Coventry Multi-Academy Trust.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at playtimes and lunchtimes. They spoke formally and informally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors spoke formally and informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views. An inspector spoke with parents during the inspection.

## Inspection team

Debra Newman, lead inspector

Ofsted Inspector

Julie Griffiths

Ofsted Inspector

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