

All Souls Catholic Primary School

Inspection report

Unique Reference Number	103724
Local Authority	Coventry
Inspection number	376955
Inspection dates	17–18 October 2011
Reporting inspector	Mike Thompson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Shirley Langford
Headteacher	Caroline Quinn
Date of previous school inspection	05 March 2009
School address	Abercorn Road Coventry CV5 8ED
Telephone number	024 76675836
Fax number	024 76717375
Email address	admin@souls.coventry.sch.uk

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors observed ten teachers and visited 17 lessons. They held meetings with the headteacher, senior managers and members of the teaching staff, representatives of the governing body, and pupils. They looked at a range of information, including data showing the progress made by pupils and samples of pupils' work. Inspectors analysed questionnaires returned by 100 parents or carers, 142 pupils and 14 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent is the school able to demonstrate that pupils make at least satisfactory progress, particularly those who are more able?
- How effective has the school been in improving the accuracy and use of assessment so that teachers provide well-pitched, challenging tasks for all pupils, and pupils have a clear understanding of what they need to do to improve their work?
- How skilled are leaders at all levels in monitoring and evaluating the work of the school, and what is their impact on pupils' achievement?

Information about the school

This is an average sized primary school. A large majority of the pupils are White British. The others are from a wide range of minority ethnic backgrounds, but none of these groups comprises more than a few pupils. The proportion of pupils with special educational needs and/or disabilities is about average. Most of these pupils have general learning difficulties.

The school provides a before- and after-school club for pupils in all year groups.

The All Sorts Pre-school Playgroup offers childcare on the school site for children aged from two years to four years 11 months. This is independent of the school and is inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

All Souls' Catholic Primary provides its pupils with a satisfactory education. Pupils develop good personal and social skills because of the good-quality care, guidance and support provided for them. They enjoy coming to school, get on well with one another and are invariably polite and well behaved. Pupils feel safe, enjoy the wide range of extra activities provided for them, and say that teachers often make learning fun. Teaching is satisfactory overall. There is some good and outstanding teaching, but practice is generally inconsistent. Pupils and their parents and carers, have overwhelmingly positive views about the experiences offered by the school. Typical of the many positive comments made by parents and carers are: 'I find the teachers approachable and enthusiastic' and 'The school provides a stable and happy learning environment for my child.'

Children settle well into the Nursery and Reception classes. From starting points that are broadly in line with what is expected nationally for three-year-olds, they achieve satisfactorily. They play and work together harmoniously and enjoy caring and trusting relationships with the adults who have charge of them. Children show great interest and enjoyment in the wide range of exciting activities provided. All adults are skilled in engaging children in conversations about what they are doing, but often miss opportunities to develop children's speaking skills further. Children's 'learning journeys' provide their parents and carers with a clear picture of what happens in school. However, assessments recorded in these books do not indicate how well the children achieve or what their next steps in learning should be.

In Key Stages 1 and 2, pupils continue to make satisfactory progress and by the time they leave at the end of Year 6 their attainment is average. Since the last inspection, the school has made steady progress in improving the accuracy of teachers' assessments of their pupils' levels of attainment. This means that, in most lessons, teachers provide achievable challenges for pupils of different levels of ability. Often, as in mathematics, teachers do this by setting different tasks for pupils. When all pupils have a common task to complete teachers do not always set out different success criteria to guide pupils' work and vary the degree of challenge in response to pupils' prior attainment. The lack of clear linkage between the success criteria and the National Curriculum statements of attainment means that pupils' progress is not being accelerated as rapidly as it might be. On some occasions teachers direct pupils' work too closely. This approach limits the opportunities for pupils to develop skills as independent learners. Teachers' marking of pupils' work provides encouragement and, in some cases, makes useful suggestions for further improvement. References

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to targets that pupils have to achieve are infrequent.

The leadership and management of the school are satisfactory. The management structure has recently been revised and the newly formed management teams comprise both teaching and non-teaching staff. These teams are implementing clear plans for improvement, but their impact on pupils' achievement is not yet evident. The school's systems for checking on the progress made by pupils are thorough and provide useful data to inform monitoring. Procedures for evaluating the effectiveness of the school are sound. These features and the impact of actions taken to improve pupils' achievement demonstrate that the school has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that pupils make consistently good progress by improving the quality of teaching and learning so that teachers:
 - make consistent use of success criteria in lessons to set specific, measurable targets carefully matched to pupils' different levels of attainment
 - place a greater emphasis on developing pupils' skills as independent learners
 - make clear reference to pupils' targets when marking their work.
- Ensure that all adults in the Early Years Foundation Stage classes:
 - make good use of opportunities to model correct pronunciation and grammar during their dialogue with children
 - provide clear written evaluations of how well children have completed their tasks and suggestions for the next steps in learning when making entries into children's 'learning journeys'.

Outcomes for individuals and groups of pupils

3

Lessons observed and work in pupils' books clearly show that all groups of pupils learn satisfactorily. Barriers to learning are successfully countered through individual or small-group support. For example, in a Year 4 English lesson, a skilled teaching assistant ensured that a group of lower-attaining pupils including some with special educational needs and/or disabilities, successfully joined in the task and kept up with their classmates. In some cases, the approach taken by both teachers and teaching assistants is too directive and the result is that pupils rely too much on adults to do their thinking for them. Pupils learning English as an additional language, are fully integrated, experience little difficulty in either comprehension or communication and progress at the same rates as their classmates. Pupils in Years 2 and 6 make the

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best progress. Data relating to the progress made by some year groups is unreliable due to inaccurate assessments in previous years. Standards at the end of Year 6 have steadily improved over the past few years. One of the areas for improvement identified by the school is to increase the percentage of pupils who achieve level 5 in writing by the end of Year 6. Observations show that provision to ensure this is inconsistent. The progress of potentially higher-attaining pupils is not accelerated well enough when teachers fail to link the targets set for these pupils to achieve in lessons to the National Curriculum statements of attainment. However, good improvements have been made in pupils’ skills in calculation.

Pupils’ strong commitment to adopting healthy lifestyles is evident; they enthusiastically participate in the wide range of physical activities available and have a very clear understanding of what constitutes a sensible diet. Pupils are prepared satisfactorily for the next phase of their education. In some lessons their good social development and enthusiasm for school are offset by lack of skills in working independently. Pupils’ attendance rates have improved significantly in recent years. The school has well-established and consistently applied procedures for promoting good behaviour; this is reflected in the politeness and consideration shown by all pupils. A clear moral code permeates daily life and pupils clearly know right from wrong. Pupils’ spiritual awareness, as demonstrated in their understanding of their own development and appreciation of that of others, is outstanding. Pupils show great empathy for the wide range of cultural traditions celebrated within the school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	2
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

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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How effective is the provision?

About half of the lessons seen were good or outstanding. In all lessons, teachers relate well to their pupils and are good at developing their confidence as learners. They explain new concepts clearly and use questions well to develop pupils' understanding. Where teaching is outstanding there is a pace and urgency to learning. Expectations of what pupils can achieve are high, frequent checks are made on their understanding and the tasks provided make demands on pupils to use their own initiative. For example, in a Year 6 mathematics lesson, pupils responded well to their clearly differentiated tasks as they worked out the unknown terms in number sequences, identified and explained rules, and solved problems related to sequences, patterns and relationships. Where teaching is less effective, lessons lose pace and direction when teachers do not set out precisely what they expect of pupils of different levels of ability. The quality of guidance provided for pupils through teachers' marking of their work is not always effective in securing learning. A scrutiny of pupils' books showed that the comments made by teachers do not often result in improvements being made where they are needed.

The contribution of the curriculum on pupils' academic attainment is satisfactory. It is well organised and provides the required balance between subjects. Pupils benefit from the specialist teaching provided in music and physical education. The main strength of the curriculum is the provision of a wide range of activities to enrich pupils' learning and help excite and motivate them. For example, pupils in Year 5 enjoyed a recent residential trip to Alton Castle and learned a lot about fire safety as a result of a visit by local fire fighters. The writing of Roald Dahl was brought sharply to life for pupils in Key Stage 2 during a recent trip to a local arts centre. The curriculum for pupils with special educational needs and/or disabilities is suitably tailored through sound individual education plans. Pupils with English as an additional language have no difficulty in accessing the full range of the curriculum.

All of the parents and carers who returned the inspection questionnaires felt that their children enjoy school. This is because the school is a caring community in which pupils' welfare is given a high priority. The individual needs of every pupil are very well understood, and good-quality support is given to the potentially vulnerable. There are clear, well-established arrangements to induct pupils into school and to ensure a smooth transition as they move on to the secondary phase of their education. Pupils attending the before- and after-school clubs are well cared for.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

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How effective are leadership and management?

The strategic direction in embedding ambition and driving improvement stems largely from the headteacher and her senior leadership team. The newly formed staff teams for the improvement of provision in languages, sciences, inclusion and well-being have yet to have an impact on pupils’ achievement. This model of shared leadership also ensures good continuity in the event of future changes in staffing. Target-setting is based on secure assessment information and is adequately challenging. There are suitable plans to improve on areas of weakness and eliminate inconsistencies in the quality of teaching. The governing body takes a keen interest in the work of the school and has been influential in helping ensure the significant improvement in attendance rates. However, the governing body does not have the necessary expertise, for example in interrogating performance data, to ensure that it is fully independent in holding the school to account.

Parents’ and carers’ overwhelmingly positive views about their children’s positive experiences reflect their appreciation that this is an inclusive school in which discrimination has no place and which gives their children a sense of belonging and equality of opportunity. Careful monitoring of pupils’ progress informs the school’s actions. The school places a high priority on the safety and welfare of its pupils; regular risk-assessments and checks are carried out on site security. In almost all respects, safeguarding procedures fully meet requirements and are rigorously applied. However, the inspection found some minor omissions in the necessary paperwork, which have now been addressed. A wide range of partnerships helps enrich pupils’ experiences and provides expert support as required, for example through membership of the Coventry Partnership, visits from the school nurse or use of the educational psychology service. The school has highly positive relationships with all groups of parents and carers. Their views are sought regularly and have influenced policy, for example with regard to school uniform. Parents and carers are well informed through weekly newsletters, and also in class newsletters that provide detail of the curriculum being taught. They make full use of the school’s ‘open door’ policy whenever needed.

The school has a clear understanding of its context through its close links within the parish. Opportunities to broaden pupils’ horizons and improve their appreciation of other communities within a global dimension largely stem from the school’s support for the Catholic Overseas Development Agency (Cafod). Particularly noteworthy is the recent fundraising for victims of the floods in Pakistan. This involved links with the Iqra Centre, run by members of the local Muslim community, and the support of Cafod. Pupils’ perspective of cultural diversity within the national perspective is less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and

3

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driving improvement 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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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 show a keen interest in all aspects of their learning. This is because staff provide them with a wide range of exciting opportunities for learning. Well-established daily routines in both classes help children develop confidence as learners and to settle in easily at the start of each day. The personal and social development of children is a clear strength of the Nursery and Reception classes and provides a secure basis for learning. The quality of teaching varies from satisfactory to good. Assessment procedures are sound, and the information gathered is used well to ensure that children’s progress is monitored carefully. There is a good balance between learning directed by adults and opportunities for children to choose their own activities. Adults, keen to involve children in discussions, sometimes miss opportunities to develop children’s language skills and too readily accept children’s responses while overlooking poor speech patterns and incorrect grammar or sentence structure. While adults are good at questioning the children to help develop their learning, they are less adept at recording precisely how well the children tackle their tasks. Consequently, the next steps in learning are not always precisely defined. Close links with the adjacent All Sorts Pre-school ensure a good flow of information and good arrangements for the induction of new children. Leadership of the Early Years Foundation Stage makes a satisfactory contribution to children’s achievement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

The proportion of questionnaires received by the inspection team was above average. Inspection findings support most of the positive views expressed by parents and carers, particularly regarding the care and welfare of pupils. However, inspection evidence indicates that teaching and the progress made by pupils are satisfactory rather than good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Souls Catholic Primary School 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	79	19	19	0	0	0	0
The school keeps my child safe	83	83	17	17	0	0	0	0
The school informs me about my child’s progress	66	66	33	33	1	1	0	0
My child is making enough progress at this school	57	57	40	40	2	2	0	0
The teaching is good at this school	54	54	42	42	0	0	0	0
The school helps me to support my child’s learning	57	57	40	40	2	2	0	0
The school helps my child to have a healthy lifestyle	69	69	29	29	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)	62	62	33	33	0	0	0	0
The school meets my child’s particular needs	60	60	37	37	1	1	0	0
The school deals effectively with unacceptable behaviour	52	52	43	43	2	2	0	0
The school takes account of my suggestions and concerns	49	49	39	39	1	1	0	0
The school is led and managed effectively	54	54	45	45	0	0	0	0
Overall, I am happy with my child’s experience at this school	67	67	31	31	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.

19 October 2011

Dear Pupils



Inspection of All Souls Catholic Primary School, Coventry, CV5 8ED

I would like to thank all of you for being so welcoming and helpful to the inspectors when we visited your school. I think that your school gives you a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work. Here are some of the best things about your school.

- You told us that you feel safe because the adults take good care of you.
- You know a lot about how to stay healthy. You behave well, get on well with one another and develop good skills as future citizens.
- You do a lot to help one another in school and other people who are not as lucky as you are.

To help you to make better progress, I want your school to do two things. The first is for those of you in Years 1 to 6. I would like your teachers to make sure that the work they give you to do always makes you think hard and gives you opportunities to become better at working things out for yourself. I want them to give you very clear challenges to achieve in each lesson. When your teachers mark your work, I would like them to check closely on your progress in meeting your targets.

The second is for those of you in the Nursery and Reception classes. I would like the adults who work with you to help you become more expert in speaking. This will help you with your reading and writing when you are older. When the grown ups write in your 'learning journey' books I would like them to make more careful notes about how well you are getting on and give your parents and carers some ideas to help you to become even better.

I would like you all to play your part in helping the school to improve. The best way for you to do this is to try your best to puzzle things out for yourself whenever you are stuck; try not to ask a grown-up for help straight away!

I wish you lots of success and happy learning!

Yours sincerely

Mike Thompson
Lead inspector

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