

# All Saints Church of England Primary School, Coalville

Ashby Road, Coalville, LE67 3LB

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards in reading, writing and mathematics have been rising over recent years.
- Pupils make good progress, particularly in reading and writing.
- Pupils with disabilities and those who have special educational needs make progress as good as that of other pupils.
- Pupils who are known to be eligible for free school meals and those who speak English as an additional language make good progress.
- Teaching is good because lessons are exciting and activities well planned to interest and challenge pupils of all abilities.
- Pupils' behaviour is good in and out of lessons and they are very proud of their school.
- The leaders and managers of the school have ensured that strategies for improvement in teaching and pupils' achievement have worked.
- Spiritual, moral, social and cultural education is a strength of the school.

### It is not yet an outstanding school because

- Progress and attainment in mathematics is not as high as in reading and writing.
- Pupils are not all clear about how they can improve their work because marking in books is not always helpful.
- In some year groups, pupils' work is sometimes untidy.
- Although the leadership of the school is good, there are not enough opportunities for other staff to develop leadership skills and take on different responsibilities.

## Information about this inspection

- The inspectors observed 20 lessons, of which three were joint observations with the headteacher and deputy headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, a representative of the local authority and school staff, including senior leaders. Informal discussions were held with parents and carers.
- The inspector took account of the 14 responses to the online questionnaire (Parent View), questionnaires carried out by the school and 19 questionnaires completed by staff.
- The inspectors observed the school's work and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance.

## Inspection team

Susan Hughes, Lead inspector

Additional inspector

Jenny Edgington

Additional inspector

## Full report

### Information about this school

- The school is smaller than average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are both lower than average.
- The proportion of pupils who are supported through school action is below average and the proportion of those supported at school action plus or who have a statement of special educational needs is above average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress of pupils in English and mathematics.

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

- Raise standards, particularly in mathematics, through:
  - giving pupils opportunities to apply mathematical skills and develop strategies in solving problems
  - making next steps for learning in books clear and specific and giving pupils time to respond
  - improving presentation in books to ensure clear communication.
- Develop the leadership skills of all staff to enable them to take on different roles and responsibilities.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Early Years Foundation Stage with language and numeracy skills typically lower than national expectations. They make good progress and their attainment by the time they enter Year 1 is closer to average.
- Children's attainment on entry was lower in the past than in the most recent years. As a result, the standards attained by the oldest pupils in the school are lower than those predicted for younger pupils, based on the school's accurate assessments. Attainment by Year 6 pupils in 2011 was broadly average, but standards are rising steadily. Progress in reading and writing is good in all year groups and most pupils are now working at, and many above, the level expected for their age. Standards are on track to be above average by the end of Key Stage 2.
- Progress in mathematics is improving throughout the school. Pupils make good progress in Years 1, 2 and 6. Standards are rising, but not as quickly as standards in English. This is because some pupils are not able to apply their mathematical skills in different situations.
- Pupils who speak English as an additional language are supported well. They make good progress in reading writing and mathematics across the school and pupils in Year 2 make outstanding progress in reading and writing. Pupils from minority ethnic groups make good progress, in line with that of their peers.
- Disabled pupils and those who have special educational needs make good progress. The type of support they receive is well-matched to their needs. Those supported by the pupil premium also make good progress because the school's assessment of pupils' specific needs is accurate.
- A larger proportion of more-able pupils achieved high levels of attainment in reading, writing and mathematics in the end of Key Stage 2 tests in 2012 than in previous years. The phonic screening test for Year 1 pupils shows they have a good understanding of the sounds letters make (phonics).

### The quality of teaching is good

- Teaching is stimulating and enjoyable for pupils, engaging them in their learning. They talk enthusiastically about their topics and how teachers use different ways to introduce them, such as the recent visit of an 'astronaut' to launch their earth, fire and water topic.
- The Early Years Foundation Stage provides a vibrant learning atmosphere, both indoors and outside. Opportunities to develop communication and numeracy skills are built into exciting activities such as presenting a television cookery programme making pizzas. The class teacher's 'phone-in' questions developed children's vocabulary and sequencing skills.
- Lessons are well-planned so that activities challenge all pupils. Using different types of questioning shows teachers' understanding of individual pupils' learning. Other adults in lessons are well-briefed and follow the examples set by the class teachers in their support.
- The effective use of talk partners throughout the school helps pupils test ideas. For example, Year 1 pupils were engrossed in choosing and writing words to describe fire because they had had time to discuss these with their partner.

- Through whole-school topics, skills are developed across all areas of learning. However, using mathematical skills for solving problems is not equally effective in all year groups. Where this is developing well, in Year 6, pupils are given open-ended investigations which require them to develop strategies and use them.
- The agreed marking system to help pupils understand how to improve is not consistently used by all teachers. Where guidance on next steps in learning is given, these are not always specific enough to be helpful and pupils are not given the opportunity to respond.
- Presentation in some books is poor, particularly in Years 3 and 4. Handwriting skills are developed well in the Early Years Foundation Stage and Key Stage 1 but are not built on effectively in Key Stage 2. This means that some work is difficult to read and understand.
- Disabled pupils and those who have special educational needs, and those who are targeted with additional funds, are well supported. Sensitive guidance from teachers and other adults means that they participate fully in lessons and make good progress.
- The promotion of social skills and moral values underpins all lessons. Teachers model respect and consideration for others and pupils respond well. They discuss moral issues, ranging from co-operation in Year 1 to a discussion on world poverty in Year 6.

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

- Pupils behave well around the school, as school records confirm. Pupils are very aware of the school and class rules, which they were involved in devising. All pupils could talk about how smiley and sad faces are used and they say they work well. The 'Golden Book' is held in high regard.
  - Attitudes to learning are very positive. The school's surveys of pupils' attitudes show improvement over recent years. Pupils want to learn and try hard in lessons. For example, during the inspection Year 3 pupils were keen to read their kenning poetry and share their ideas.
  - The pride that pupils have in their school is reflected in their energy and enthusiasm to treat the environment and each other with respect. During the inspection, pupils were keen to show inspectors the new garden and talk about how it was going to develop.
  - Pupils say bullying is rare. They talk knowledgeably about different forms of bullying, including cyber-bullying and racism. Pupils and parents and carers say that when bullying has occurred, it has been dealt with well.
  - Pupils know how to keep safe in a range of situations. They are very clear about internet safety and talk confidently about road and fire safety. The Junior Road Safety Officers lead extra sessions for younger pupils, which also develops their own communication skills.
  - The school has worked closely with parents and carers to improve attendance. Good attendance is celebrated and pupils say they enjoy coming to school. This is reflected in the steadily improving attendance over recent years, which is now above average.
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**The leadership and management are good**

- All parents and carers who responded to the online questionnaire agree that the school is well led and managed. The headteacher's drive and ambition, along with accurate school self-evaluation, have led to a steady improvement in progress and teaching, and a rise in standards over recent years.
  - Rigorous monitoring systems mean that the leaders and managers of the school can check the progress of all pupils and identify where improvements need to be made. Senior and middle leaders have a good understanding of how to improve standards in their subjects.
  - Strong partnerships with a neighbouring school include training courses for staff. The school has identified the need to develop leadership skills with all staff. This is intended to help sustain good progress and give staff wider opportunities for taking on different responsibilities.
  - The school works very closely with a range of support agencies. This means that it can access appropriate support for pupils and families with specific needs and use additional funding for those who may be eligible, which it does effectively.
  - Spiritual development is a strength. Assemblies support pupils' religious understanding and other opportunities, such as the Seasons group, the quiet garden, R-time and SEAL, give pupils the chance to address personal issues in a sensitive and caring environment.
  - Moral and social education underpins all the school does. Adults in school are good role models and consolidation of appropriate behaviours and responses to situations is evident in all lessons. Consequently pupils demonstrate respect and tolerance to others.
  - Cultural education is developed through theatre visits, sculptures and art around the school. International links have developed in pupils an understanding of other cultures. Planned partnership with an inner-city school will give pupils more first-hand experiences of different cultures.
  - The planned curriculum is vibrant and exciting. Pupils are enthusiastic and they say they enjoy the 'rich task' which gives them an opportunity to present their topic work. Literacy, numeracy and communication skills are developed through all areas whenever possible.
  - The local authority has given effective support for the school through the provision of a lead teacher in the Early Years Foundation Stage and mathematics consultants.
  - **The governance of the school:**
    - has a good understanding of the strengths and areas for development for the school
    - is very supportive of the school, yet challenges and holds the headteacher to account for school improvement
    - ensures finances are appropriately deployed to support pupils whose circumstances may make them vulnerable
    - has comprehensive monitoring and reporting policy and procedures.
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## 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>	120123
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	401909

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bridgette Lawrence
<b>Headteacher</b>	Deborah May
<b>Date of previous school inspection</b>	18 November 2009
<b>Telephone number</b>	01530 832608
<b>Fax number</b>	01530 813675
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