

# All Saints Church of England Primary School, Sapcote

Bassett Lane, Sapcote, Leicester, LE9 4FB

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<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.

- Pupils across the school make good progress. In response to focused support, nearly all pupils in Year 6, whatever their ability, reach their potential by the end of the year.
- Teaching has improved since the previous inspection and is good and sometimes outstanding.
- Teachers work closely together to plan lessons that respond to pupils' interests and personal experiences. As a result, pupils have positive attitudes and enjoy learning.
- Most pupils behave well all of the time. Pupils are positive about school and know how to stay safe.
- The headteacher, deputy headteacher and assistant headteacher, with strong support from the governing body and all staff, are successfully leading continued improvements to the quality of teaching.
- Pupils benefit from the federation with its partner school through joint planning, the sharing of specialist teaching and opportunities to take part in a varied range of trips and events.
- Staff and governors have developed important skills in evaluating their personal performance and further training needs.

### It is not yet an outstanding school because

- Teachers do not always make good use of the information they receive about pupils' learning in lessons to make changes to their teaching.
- Teachers do not always give pupils the guidance they need to complete tasks to a high standard when they work on their own.
- The school does not check closely enough that teachers share and review individual targets with pupils to help them improve their learning independently.

## Information about this inspection

- Inspectors observed 18 lessons and made a number of short visits to lessons. Nine teachers were observed teaching.
- The inspectors heard some pupils read. They looked at past and current information about pupils' progress and pupils' work in books and on display.
- The inspectors also looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, and school improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought of the school. Inspectors also met with staff, and with representatives of the governing body and the local authority
- The inspectors talked to parents informally at the start of the day. They took into account 17 responses shown in the online questionnaire (Parent View) and also the school's own parent survey.

## Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Vreta Bagilhole

Additional Inspector

## Full report

### Information about this school

- All Saints CE Primary School is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is below average. The large majority of pupils are from White British backgrounds. The next largest group of pupils are from Romany or Gypsy backgrounds and the remainder from a number of different minority ethnic backgrounds.
- A very small number of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus and with a statement of special educational needs is above average. Most of these pupils have either specific or moderate learning difficulties, speech, language and communication needs, a visual impairment or physical disabilities.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and those who have a parent in the armed services.
- Every year, a greater number of pupils than usual start school towards the end of Reception or at the start of Year 1.
- The school meets the government's current floor standards, which set the minimum expected standard for pupils' attainment and progress.
- The school is federated with Sharnford CE Primary School with which it shares a headteacher, deputy headteacher, assistant headteacher and governing body. Both schools were inspected at the same time and have separate inspection reports.
- The school does not make use of alternative provision off site.
- The linked breakfast club and after-school club are not managed by the governing body and are inspected separately.

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

- Move teaching to outstanding by ensuring all teachers routinely:
  - use the information they gain about pupils' learning to make changes to their teaching during lessons
  - give pupils the guidance they need to help them do their best when working on their own
  - have further opportunities to watch each other teach to learn how teachers successfully use targets to guide pupils' learning.
- Strengthen the monitoring of teaching to ensure that all teachers follow the procedures for sharing and reviewing individual targets with pupils.

## Inspection judgements

### The achievement of pupils is good

- Children's knowledge and skills when they start in the Reception class varies each year but are typically below those expected for their age. They make good progress and nearly all reach the goals they are expected to by the end of the year.
- A small number of children do not reach their goals in their knowledge of letters and the sounds that they make (phonics) and in writing. The school has introduced daily lessons to improve achievement in these aspects in Reception and Year 1 and attainment has risen this year in both year groups. In the recent Year 1 national screening test of pupils' knowledge of the sounds that letters make (phonics) pupils performed in line with national expectations.
- Attainment is above average in reading and average in writing and mathematics by the end of Year 2. Pupils read confidently. Pupils in Years 1 and 2 who start towards the end of Reception or at the start of Year 1 with knowledge and skills below those of other pupils in the class almost catch up because of the good progress that they make.
- Pupils make good progress across the school. Attainment has risen strongly since the previous inspection and is above average in reading, writing and mathematics by the end of Year 6. Around a half of pupils reach above-average levels in reading and mathematics each year.
- Pupils from Romany or Gypsy backgrounds achieve well. Those who attend regularly achieve the same standards as other pupils in the class.
- Disabled pupils and those who have special educational needs make at least good progress. Many do not catch up by the end of Year 2 but most do so by the end of Year 6 to reach at least average levels in English and mathematics.
- Pupils supported by the pupil premium make good progress and reach the same levels as other pupils in the school and pupils nationally in English and mathematics because they are provided with additional support as needed.
- Pupils apply their skills well across a number of subjects. For example, during the inspection, pupils in Year 5 confidently researched the internet to find out about the different types of micro-organisms in science and were able to talk about the differences between bacteria and viruses as a result.

### The quality of teaching is good

- Teachers plan learning that interests, captivates and motivates pupils in lessons. Every lesson has a clear learning objective so pupils know what they are learning and why. Teachers use the information that they have about pupils' progress well to make lessons relevant to every pupil's needs. In the Reception class, adults guide children's learning well across all areas of learning. Carefully planned adult-led activities and involvement in children's independent play meets every child's learning and development needs well.
- All teachers ask questions during lessons that help pupils to deepen their understanding and to give them the support that they need to think how to do things for themselves. Pupils are positive that 'if I get stuck, teachers will help me until I understand'. The more-able Year 5

pupils understood the importance of considering the context when finding averages because of the quality of the teacher's questioning that took them step-by-step through the process without telling them the answer.

- The most skilful teachers change what they have planned to teach when they find that pupils understand more quickly than first thought. More-able pupils in Year 6 were moved on quickly to consider how to use metaphors and personification to write their description once it became clear that they were ready for these more-challenging concepts. Some teachers do not always do this quickly enough and so some pupils lose interest either because they get bored or because they are confused.
- Adults who work alongside teachers in the classroom and sometimes with small groups on their own give good support especially to the teaching of reading and writing to younger pupils. This focused support helps pupils to work out unfamiliar words, understand what is happening in their reading and to write simple sentences on their own. Disabled pupils and those with special educational needs are supported well and nearly all can complete the same tasks as other pupils in the class as a result.
- Pupils are given the results of the tests that they take every half term and so know the levels that they working at and the levels that they are trying to reach. Some are less clear about what they precisely need to do to get there because teachers do not always give clear guidance on the steps that pupils need to take to be successful when working on their own. Individual learning targets are not shared and reviewed with pupils often enough in some classes.

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

- All pupils have positive attitudes to learning and are keen to do well. They try hard to achieve the challenging tasks that teachers give them.
  - Pupils generally feel safe in school although several talk about not feeling safe when the behaviour of a very small number of pupils associated with their special educational needs deteriorates. The school has been successful in managing this behaviour during lessons but not always at playtimes.
  - Most pupils behave well at all times. They get on well with pupils, from Sharnford when they visit each other's schools and when they take part in events and trips. They are polite to each other and respect their own and others' feelings. There are no recorded racist incidents made by pupils.
  - Pupils have a good understanding of different kinds of bullying including cyber-bullying. They follow the rules in school when using computers and other mobile devices. All can all recite the two meanings of STOP ('several times on purpose' and 'start telling other people') to help them know what is and what is not bullying and what to do if they feel that they are bullied. Most pupils and parents are confident that adults will deal with any that do occur quickly and successfully.
  - Attendance has improved well over the last few years and is average for the great majority of pupils. The school has been successful in improving the attendance of a small number of pupils whose attendance was previously low.
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**The leadership and management are good**

- The headteacher, staff and governors are highly committed to the success of the school within the federation. A whole-staff team approach has resulted in considerable improvements to the quality of teaching since the previous inspection. Training for staff is well planned and include some opportunities to watch each other teach. Observations do not always focus on specific aspects of teaching such as how some teachers share and review targets with pupils to help them understand not only how well they are doing but also what they need to do to improve.
  - The deputy headteacher and assistant headteacher work closely together and with the headteacher and governors to check the quality of teaching and learning across both schools in all subjects but particularly in English and mathematics. Checks to make sure all teachers share and review targets with pupils to help them know for themselves how to improve their work have not been fully effective as some inconsistencies remain.
  - Staff work closely together across the federation to plan and deliver a curriculum that benefits pupils' learning and spiritual, moral, social and cultural development well. A greater range of trips, events and activities including learning to play the violin is just one of the benefits resulting from teamwork. Pupils learn to respect the cultures and beliefs of others through trips to other communities and places of worship of different faiths to Christianity. The school does not tolerate discrimination of any kind. Pupils from different backgrounds get on well together.
  - The school has precise targets in its development plan to improve pupils' achievement and these are used to identify precisely which pupils teachers need to work with throughout the year to help the school achieve them. This measure of performance ensures every pupil's right to an equal opportunity for additional support whether it is to move them closer to average or above-average standards.
  - The school uses the additional funding for pupil premium to give small group and individual support to pupils and to enable them to enjoy the same educational experiences as other pupils in the school. The headteacher and governors check closely that the extra support is making the difference it should to pupils' achievement and make changes if they find it is not. As a result, these pupils more often than not reach their full potential and do as well as those who are not eligible for the pupil premium.
  - The local authority gives good support to the school particularly when the school needs additional help to meet the needs of disabled pupils or those with special educational needs.
  - **The governance of the school:**
    - Governors are very well organised. They know the school well because they are fully involved in evaluating its performance against an in-depth analysis of pupils' progress. They ask searching questions if they find that the school is doing less well than other schools nationally, whether this is about spending patterns or dips in pupils' achievement. They monitor the effectiveness of the pupil premium funding. They ensure performance management systems are effective in ensuring that good staff are retained and paid appropriately. All statutory requirements for safeguarding are met.
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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>	120198
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	402792

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Chamberlain
<b>Headteacher</b>	Kathryn Allsopp
<b>Date of previous school inspection</b>	4 May 2010
<b>Telephone number</b>	01455 272973
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