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Heather Hall
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Dear Mrs Hall

Requires improvement: monitoring inspection visit to All Saints Church of England Primary School, Coalville

Following my visit to your school on 22 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2017. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become a good school.

The school should take further action to:

- revise school self-evaluation and improvement plans so that they focus more precisely on specific targets and actions that will raise pupils' attainment and accelerate progress to drive more rapid school improvement
- ensure that teachers consistently use assessment information effectively to adapt teaching and make sure that activities are matched well to pupils' needs.

Evidence

During the inspection, meetings were held with you, the deputy headteacher, senior and subject leaders, members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. I considered a range of documentation, including school improvement plans, the latest self-evaluation of the school's performance, records relating to the safeguarding of pupils, school assessment information, attendance information and minutes of governing body meetings. You and I visited eight lessons together across the school. I also met with pupils and looked at a sample of their work.

Main findings

You, your staff and the governing body are working successfully to tackle many of the areas for improvement identified at the previous inspection. You are well supported by a senior leadership team which is strengthening in effectiveness and subject leaders who have increasing impact on improving the quality of teaching, learning and assessment. Since the previous inspection, you have implemented or further developed a wide range of initiatives. Some of these are at an early stage of development. You have provided staff training to improve many aspects of teaching, and have been proactive in working with other schools and securing appropriate external support.

The impact of some of this work is evident in the achievement of pupils at the end of the last academic year. At the end of 2017, pupils' attainment and progress at the end of the early years and key stage 1 improved compared to the previous year. The proportion of pupils reaching the required standard in the Year 1 phonics screening check was higher than that seen nationally. At the end of key stage 1, pupils' attainment in reading, writing and mathematics was close to or higher than that seen nationally. At the end of key stage 2, attainment and progress in reading and writing were much improved. Attainment was often close to that seen nationally, and progress in reading was strong. The attainment and progress of disadvantaged pupils were generally strong, with some pupils achieving more highly than other pupils. Attainment and progress in mathematics at the end of key stage 2, however, were lower than average figures seen nationally, particularly the proportions of pupils attaining at greater depth.

You and the governing body are determined that all improvements must be sustained over time and consistent in all classes. There is evidence that staff training and new initiatives are improving standards. However, more rapid improvement is possible. Self-evaluation of the school's performance is not rigorous enough and school improvement plans do not focus sharply enough on the specific actions needed and linked to pupils' attainment and progress. As a result, the governing body are not able to hold the school to account as effectively as they should because they do not have an accurate view of the school's strengths and areas for improvement. The governing body recognises this, and they have

introduced a more systematic timetable of school visits to gain a deeper understanding. A review of governance has also been commissioned which will support the governing body to improve its effectiveness.

Leaders now check the quality of teaching and learning far more systematically and use their findings to help improve standards. You have rightly placed emphasis on improving the quality of teaching, learning and assessment. Peer coaching work has taken place and teachers have worked alongside staff from another school. You have introduced a system of regular observations of teaching and provide regular feedback to teachers to support staff to improve their practice.

Where teaching is stronger, teachers use questioning to promote pupils' thinking skills, and use apparatus well to promote pupils' mathematical understanding. There is evidence of the work to develop the curriculum to provide greater challenge. Pupils told me about how they were learning to develop a 'growth mindset'. One pupil said, 'If I get stuck, I think: I can't do it – yet'. You, your staff and the governing body are working to change the culture and ethos of teaching and learning in the school. Pupils say they are more confident in asking for help when they need it. Teaching assistants often provide effective support for pupils who need extra help.

Staff have received training to promote pupils' critical thinking skills and teachers are beginning to raise expectations of what pupils can achieve. However, this is not consistent. In some lessons, teachers do not ensure that pupils are focused on their learning, and activities and tasks are not consistently well matched to their needs. Teachers do not consistently check pupils' understanding in order to decide when pupils can move on to more challenging work. This slows the progress of some pupils.

To improve early reading skills, leaders have reviewed provision for phonics. To improve pupils' reading skills more widely, a reading comprehension programme has been introduced across the school, as well as initiatives to promote positive attitudes to reading. Pupils often have opportunities to write at length. However, expectations of the accuracy of spelling and presentation of pupils' work are not consistently high. There is evidence of the impact of the work to promote pupils' problem-solving and reasoning skills in mathematics. Pupils are not, however, consistently challenged to make the progress they should.

The new coordinator for provision for pupils who have special educational needs and/or disabilities has introduced a range of systems to improve provision. She has led training to develop the expertise of teaching assistants and is working with other leaders and staff to improve the quality of teaching so that it meets the needs of all learners.

Leaders have introduced or further developed systems to promote higher standards of behaviour. These are consistently applied by staff and understood well by pupils.

Pupils explained clearly how positive behaviour is rewarded and what happens if behaviour is poor, including communications with parents. Leaders and pupils say that behaviour has improved.

Safeguarding is effective. Bullying is rare and leaders carefully record any concerns and actions taken. Pupils are confident that teachers will deal with any concerns that they have. Rates of attendance declined in 2017 compared to the previous year for all pupils, including those that are disadvantaged, those that have special educational needs and/or disabilities and pupils from the Traveller community. The school has introduced a range of strategies to improve attendance, including the celebration of high attendance and the employment of a family support worker to work with families with persistent absence. However, rates of attendance are too low and this is an area of continuing focus.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school has received support from the local authority to develop the leadership structure. The local authority has also provided additional funding to support improvement projects, as well as supporting the commissioning of a review of governance.

The school works closely with other schools to develop subject leadership roles, support improvements in the accuracy of teachers' assessments and improve the quality of teaching. Leaders have commissioned support from other organisations to support improvement to the quality of teaching, learning and assessment and further work is planned. Leaders and the governing body are outward looking and proactive.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Leicester, the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted website.

Yours sincerely

John Lawson
Her Majesty's Inspector