

Inspection of All Saints Church of England Primary School, Sapcote

Bassett Lane, Sapcote, Leicester, Leicestershire LE9 4FB

Inspection dates: 12 and 13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils feel that staff get to know them really well. They say that there is always a trusted adult to speak to if they are worried. Staff check how pupils are feeling. They use lots of ways to support pupils if they need to become more confident learners.

Parents and carers say that the staff at the school care really well for all children. They appreciated how hard the staff worked during the COVID-19 pandemic to make sure that pupils could still learn every day.

Pupils think that bullying does not happen very often. When it does, staff sort it out. Staff help pupils to talk about their behaviour choices. Pupils like the way that this makes them think about how their behaviour affects others. They say that this helps them to live well together.

Children settle quickly into early years. They are keen to learn and persevere during activities. However, not all of these tasks help them to practise what they are learning. Staff, parents and governors want pupils to be well prepared and ready for secondary school when they leave Year 6. Pupils enjoy their learning in many subjects. However, they do not always remember what they have learned before.

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

Leaders want the curriculum to be 'just right' for their school. They have thought carefully about the improvements that they want to make. They have changed the way that they help staff to build their subject knowledge. Staff work with colleagues to develop their expertise. They talk about how they are using what they have learned and how they can improve their teaching.

In some subjects, such as mathematics, the curriculum is well embedded. Pupils get the chance to practise what they are learning so that it sticks in their memory. They use what they already know well. Leaders want all pupils to be able to communicate clearly. They have developed ambitious plans to achieve this. Teachers have identified what pupils have forgotten in English and mathematics and are helping them to catch up. Pupils with special educational needs and/or disabilities get the help that they need so that they can do as well as other pupils.

In other subjects, leaders have not precisely identified the important information that they want pupils to remember. The curriculum is not always sharply focused so that teachers know exactly what subject knowledge pupils learned before. In these subjects, pupils do not yet revisit and deepen their learning.

Relationships between parents, staff and children are strong in the early years. Children work and play together well. They learn routines quickly. Children are proud to use their acorns to vote for the story that they would like to hear at the end of the day. They listen with rapt concentration during story time. Teachers have chosen

some topics that they think all children should know about, such as traditional tales. They have not yet identified how children will build their knowledge, term by term, in all areas of learning. Staff encourage children as they join in activities but they do not always use the chances that they get to develop children's thinking or address misconceptions.

Leaders want all pupils to be able to read really well. Teachers use a special 'story suitcase' in early years so that children become excited about new stories. Leaders have begun to make the teaching of phonics more consistent throughout the school. They have made sure that in key stage 1, the reading books match the sounds that pupils know. Some pupils who need extra help to catch up with learning to read get this. However, leaders have not yet established a consistent approach. Children in early years do not get off to a swift start in learning to read. Routines are not consistently established during all lessons in key stage 1 so that teachers can check exactly which sounds pupils know and which they cannot yet remember.

There are a wide range of activities to teach pupils about the world around them. Pupils learned about active citizenship through helping to organise food parcels during the pandemic. Staff organise outdoor activities in their forest school to help pupils learn new skills and boost their self-esteem. Pupils know how to use tools safely. They enjoy the opportunities to cook outside. Pupils learn about a range of faiths and visit other localities to find out more about life in modern Britain. Pupils know that it is important to respect different cultures and make everyone feel welcome in the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to stay safe when using smartphones and other electronic devices. They explain that 'it's OK to say no' if something makes them feel uncomfortable. Governors check that pupils know how to keep themselves safe in a range of situations.

Leaders make sure that staff understand the training that they get. Staff know how to recognise concerns, record them and make sure that they are acted on. Leaders act promptly when they are concerned about a child. They challenge external agencies if they do not think that the right decisions are being made to keep children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the really important knowledge that pupils need to know in all areas of the curriculum. In some subjects, teachers do not yet have the subject knowledge that they need. Pupils cannot remember what they studied before or explain how what they are learning now builds on this. Leaders should

make sure that there is a well-sequenced plan in place for all curriculum subjects that clearly identifies the subject-specific knowledge that pupils will gain from early years to Year 6. They should continue to develop staff subject knowledge so that all staff know what pupils learned before. Leaders should check that pupils have the chance to recall and practise this learning so that they can remember it well.

- There is not yet a coherent approach to the teaching of phonics from early years through to key stages 1 and 2. Teachers do not have consistently high expectations of what pupils can learn. Not all pupils become fluent early readers. Leaders should make sure that there is a clearly sequenced plan for the teaching of phonics from early years to key stages 1 and 2. They should make sure that all staff have the subject knowledge that they need to help pupils keep up with their peers.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	144113
Local authority	Leicestershire
Inspection number	10199531
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	Board of trustees
Chair of trust	Graham Read
Headteacher	Emma Prokipczuk (Executive Principal), Vicki Palmer (Head of School)
Website	www.allsaintssapcote.com
Date of previous inspection	Not previously inspected

Information about this school

- All Saints Church of England primary school converted to become an academy school in June 2017. When its predecessor school, All Saints Church of England primary school, was inspected by Ofsted, it was judged to be good overall.
- Since the previous inspection, the school has grown in size. It is planned that the school will become a two-form entry school.
- The executive principal and head of school took up their positions in August 2019.
- The school is a Church of England primary school. It underwent a section 48 inspection on 26 June 2018.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.

- Inspectors met with the executive principal and the head of school. They met with the special educational needs and disabilities coordinator and the early years leader.
- Inspectors met the trust leader and members of the governing body. They scrutinised records of their meetings.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, physical education and history. They met with subject leader and the curriculum leader. They considered planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also looked at curriculum plans and spoke with leaders about some other subjects.
- Inspectors met with the designated leader for safeguarding and considered documentation relating to how the school keeps pupils safe.
- Inspectors spoke with parents and pupils. They considered the responses to the pupil and staff surveys. They considered the comments made on Ofsted Parent View.

Inspection team

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