

# Inspection of All Saints Church of England Primary School, Coalville

Ashby Road, Coalville, Leicestershire LE67 3LB

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Inspection dates: 18 and 19 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders have high aspirations for all pupils to 'let their light shine'. Pupils certainly do shine. This is a school where everyone feels happy and safe. Warm relationships ensure that behaviour is positive from the classroom to the playground. All pupils play joyfully together. They are respectful of one another and work well together in lessons.

Pupils are not worried about bullying. On the rare occasion it happens, leaders take concerns seriously. Incidents are soon sorted out. Pastoral care for pupils is a high priority. All pupils can talk to trusted adults if they have a concern. Pupils look after each other. One pupil, whose comment was typical of many, said, 'It feels like you make a new friend here every day.'

Staff enrich the curriculum with many experiences. These include residential trips, visits to the local church and learning in the woodland area. Every pupil is proud to represent their school in sports competitions and festivals.

Pupils love nominating others for a 'heart that shines' award. The 'Shine Squad' enjoy supporting collective worship. The school council ensures that the school is tidy through their 'golden broom' awards. There is a diverse range of clubs on offer, including table tennis, karate and art.

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

Leaders have worked tirelessly to renew the school's curriculum, demonstrating the highest ambition for all. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders have designed the curriculum based on the context of the school. Curriculum plans are well sequenced and identify the key knowledge that pupils must acquire. In a small number of subjects, subject leaders have not defined the key knowledge that they want children in the early years to learn. Leaders are addressing this, to ensure that the plans link well from the early years to Year 1.

Teachers show strong subject knowledge. They are supported by enthusiastic subject leaders.

During lessons, teachers make regular checks on pupils' understanding. They use these checks to identify where pupils are less secure in their knowledge. In some subjects, teachers use these checks to make changes to what they teach. However, in a few subjects, they do not do this as well as they do in other subjects.

A love of reading is fostered as soon as children start in Reception. Leaders have prioritised reading. Pupils are mastering phonics as a result of high-quality teaching. In the early years, there is a strong focus on developing children's understanding of language and communication skills. All staff are trained in how to teach the phonics programme. As a result, phonics teaching is consistent. Pupils who find reading

difficult receive effective one-to-one support, which has encouraged their love of reading to blossom. Pupils love to visit the school library, which is well-stocked with interesting books. The books represent difference and diversity, helping pupils to learn about life in modern Britain. Pupils strive to earn pencils and wristbands for regular reading. The 'golden reading box' is a real treat for pupils, rewarding them for their efforts in reading.

Pupils with SEND are thriving. Leaders have clear systems in place to identify pupils who may have specific needs. They ensure that pupils with SEND are supported well to access the same curriculum as their peers. Leaders ensure that pupils with SEND are included in all aspects of school life.

Pupils respond well to high expectations of behaviour. Classrooms are calm and purposeful. Pupils focus well on their work and are engaged in their learning. During social times, pupils have lots of activities to do. They love to dance, skip and play table tennis. Pupils play happily together.

Pupils' personal development is well considered. Pupils are proud to say that 'everyone is equal', and they warmly welcome new pupils to the school. Pupils strive to be effective citizens and are proud of their roles and responsibilities. Play coaches enjoy setting up games at playtimes. Digital leaders ensure that pupils know how to stay safe when using the internet. Librarians look after the school library with pride. Pupils speak with great respect when discussing different families and faiths. The school values help to ensure that pupils are well prepared for their next stages in education.

Staff are overwhelmingly positive about the school. They love coming into school as much as the pupils do. Staff appreciate the support that they receive from leaders. They go over and above to ensure that pupils achieve their very best.

Governors bring a wealth of expertise to their roles. They provide effective challenge and support to leaders. Showing dedication and determination, leaders and governors have inspired significant improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have embedded effective systems to keep pupils safe from harm. Staff know how to identify worries and follow them up. Procedures are well understood. Staff access regular training. Leaders ensure that pupils and their families receive help where necessary. They make timely referrals to external agencies where appropriate. There is a culture of vigilance across the school.

Recruitment procedures are robust. Leaders make checks to ensure that adults are suitable to work with children.

Pupils know how to keep themselves safe in a range of situations. They understand the dangers of technology. They learn about healthy relationships and consent.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, subject leaders have not been clear enough about the key knowledge that they want pupils to learn in the early years so that this can be built on from Year 1. The curriculum plans for these subjects begin at Year 1. This means that pupils do not build on their prior learning as well as they do in other subjects. These subject leaders should define the essential knowledge that they want pupils to learn in the early years so that the sequence of learning is clear and pupils build on their prior learning as well as they do in other subjects.
- In some foundation subjects, teachers do not use assessment as effectively as they could. Teachers are not sufficiently aware as to what pupils know and do not know. Leaders need to develop assessment practice that is mindful of teacher workload, to ensure that pupils' precise knowledge is checked, and teaching can be adjusted to ensure that knowledge is retained.

## **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.

## **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

<b>Unique reference number</b>	120123
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10268164
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gavin Brown
<b>Headteacher</b>	Andy Mawdsley
<b>Website</b>	<a href="http://www.allsaints-coalville.leics.sch.uk">www.allsaints-coalville.leics.sch.uk</a>
<b>Date of previous inspection</b>	8 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Leicester. The most recent section 48 inspection of the school's religious character took place in March 2019.
- The school does not make use of alternative provision.

## Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, the deputy headteacher, the assistant headteacher and a range of staff.
- The lead inspector met with members of the governing body, including the chair of the governing body.



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