

Inspection of All Saints Church of England Primary School, Sapcote

Bassett Lane, Sapcote, Leicester, Leicestershire LE9 4FB

Inspection dates: 11 and 12 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvements
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The headteacher of this school is Shane Crick. This school is part of Inspiring Primaries Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Riches, and overseen by a board of trustees, chaired by Graham Read. There is also an executive headteacher, Emma Prokipczuk, who is responsible for this school and two others.

What is it like to attend this school?

All Saints Church of England Primary School is an inclusive and nurturing school. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils concentrate well in lessons and show positive attitudes towards their learning. Pupils achieve well.

Pupils say that all teachers are 'encouraging, kind and supportive'. One pupil, representative of many, said, 'It is a nice environment to be in. When you are stressed, you do not have to hide it here - you can go to the nurture room.' Pupils comment that they feel safe. They say that if they have worries, there are adults with whom they can talk. Some pupils access a range of resources to help them with their social, emotional and mental health. This support is highly effective and valued by pupils.

During break and lunchtimes, pupils play together sensibly and in a focused way. Staff use praise effectively to celebrate positive behaviour. Pupils have a secure understanding of bullying and report it when it happens. The school deals with any bullying issues quickly. Pupils know that it is important to come to school, and they value the rewards given for attendance.

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

Children get off to a strong start in the Reception Year. There are high expectations and clear routines. Children learn how to play alongside one another, share, take turns and wait with patience. This is modelled effectively by staff. Children have the opportunity to explore, take risks and learn through play. There are high-quality spoken interactions between adults and children. This supports children's early language and communication development.

The school prioritises reading. The phonics programme is delivered effectively. Pupils learn how to read new words by blending the sounds they have learned. Pupils' reading books are carefully matched to the sounds they have been learning. This allows them to practise these new sounds, decode new words and improve their reading fluency.

The school has invested in a new 'reading spine'. This selection of books includes a diverse range of authors, characters and settings. There are high-quality texts available in every classroom. The school has introduced an ambitious reading curriculum. This approach is helping pupils to improve their comprehension skills.

In mathematics, pupils said that revisiting and practising what they have learned supports their understanding. When teachers explain and model their learning, pupils say it helps it to 'stick'. When lesson activity choices make connections to prior learning and new learning builds upon what the pupils already know, pupils are

more successful. Pupils with SEND are well supported. Lessons are planned to meet the needs of all learners and to extend thinking for those pupils who are ready.

The school has recently introduced a new curriculum approach to the foundation subjects. The curriculum for these subjects is well sequenced. Key vocabulary that pupils should learn is carefully planned. This new curriculum is in the early stages of being introduced. This means that not all pupils have the knowledge they need to build on what they already know. In some of these subjects, the work that pupils are given does not always support the aims of the lesson or address misconceptions. This means that pupils do not always gain new knowledge accurately.

Pupils' behaviour is a strength of the school. Pupils feel that sanctions are fair and considered. Space is available for pupils to self-regulate if needed. For example, they can use the 'breakout room' or tepees in classrooms.

The school prioritises pupils' personal development. Pupils have the opportunity to debate issues and share their views and beliefs in a considered way. The school promotes healthy lifestyles. For example, pupils take part in 'Move it March'. Pupils understand how to be healthy. Many pupils attend a range of clubs, and visits out of school support pupils' learning. Pupils have the opportunity to take on responsibilities. For example, they can be head boy or girl, house captains and sports leaders.

The school is well led and managed. Leaders communicate well with a range of external agencies to ensure that pupils with SEND receive the support they need. Governors and trustees fulfil their statutory duties. Staff, including early career teachers, feel supported by leaders with regard to workload. Staff value the professional development opportunities on offer to them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some elements of the curriculum are at a relatively early stage of implementation. More time is needed for these to embed to ensure that pupils know and remember the full breadth of the curriculum. The school should ensure that the curriculum is fully embedded across all subjects.
- In some subjects, the work that pupils are given does not always support the aims of lessons or address misconceptions effectively. As a result, sometimes, pupils do not develop the intended learning. The school should ensure that staff are supported to ensure that activity choices and pedagogical approaches support pupils' learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144113
Local authority	Leicestershire
Inspection number	10298515
Type of school	Primary
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	Board of trustees
Chair of trust	Graham Read
Headteacher	Shane Crick
Website	www.allsaintssapcote.com
Date of previous inspection	12 and 13 October 2021

Information about this school

- The school is part of Inspiring Primaries Academy Trust.
- The head of school was appointed during the spring term 2023.
- The school is a Church of England school. The last Statutory Inspection of Anglican and Methodist Schools took place in June 2018.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, geography, science, and art and design. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The lead inspector listened to some pupils read to a familiar adult.

- Inspectors checked the work pupils had produced, looked at subject plans and spoke with pupils and subject leaders for several other subjects.
- Inspectors met with leaders responsible for behaviour, personal development, the early years and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with parents at the end of the school day.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. The lead inspector met with members of the governing body and trust board.
- The lead inspector met with the director of primary education and CEO of the trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

Inspection team

Luella Manssen, lead inspector	Ofsted Inspector
Jackie Stirland	Ofsted Inspector
Louise Aird	Ofsted Inspector

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