

All Saints Church of England Primary School, Coalville

Inspection report

Unique Reference Number	120123
Local Authority	Leicestershire
Inspection number	291637
Inspection dates	10–11 July 2007
Reporting inspector	Chris Kessell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	156
Appropriate authority	The governing body
Chair	Bridget Lawrence
Headteacher	Debbie May
Date of previous school inspection	2 December 2003
School address	Ashby Road Coalville LE67 3LB
Telephone number	01530 832608
Fax number	01530 813675

Age group	4–11
Inspection dates	10–11 July 2007
Inspection number	291637

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

All Saints is a small primary school that is situated in an area of social and economic disadvantage. Standards on entry are below average. The proportion of pupils with learning difficulties or disabilities is about average. The percentage of pupils who either leave or join the school during Years 3 to 6 is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

All Saints is a welcoming and inclusive school that provides a satisfactory education for its pupils. It is popular with parents and 'happy and friendly' are typical parental comments. A significant strength of the school is the strong and determined leadership of the headteacher. Parents recognise and appreciate her contribution to school improvement. She has overseen many important developments to improve pupils' achievement and the quality of provision. There is an improving picture, with many pupils now making good progress and standards steadily rising. Pupils' progress has accelerated and many Year 6 pupils have made good progress over the last year. However, the legacy of past underachievement means that many of the oldest pupils are still 'catching up' and standards are still below average at the end of Year 6. The future looks promising and school data indicates that standards are on track to rise significantly next year. Pupils' writing is not as strong as their reading and mathematics. Children get a sound start to school when they start in Reception and make steady progress to Year 1.

Teaching and learning are satisfactory. Many lessons have a number of good features. However, teaching is not consistently good enough all of the time to ensure that all pupils make good progress. When teaching is less effective, not all pupils are sufficiently involved in their learning. They are not always on task and they easily become distracted. Good teaching ensures that this does not happen. Adults have a good knowledge of the pupils and respond well to their needs. Pupils with learning difficulties or disabilities for example, make good progress. One pupil summed this up by saying, 'Teachers are really nice and take good care of me.' The pastoral care of the pupils is good. The support given to pupils for their academic work is not as strong as the pastoral care nor consistently applied by all teachers throughout the school. Overall, the care, guidance and support offered to pupils are satisfactory. Pupils enjoy the popular extra-curricular activities provided by the school's satisfactory curriculum. The pupils benefit from the many enrichment activities such as residential visits and interesting visitors to the school. Insufficient opportunities are provided for pupils to extend their numeracy skills in subjects other than mathematics. The school has identified the need to use other subjects to develop pupils' writing skills. This has started, but staff acknowledge that more could still be done. The high quality care provided for the pupils and strengths in the curriculum ensure that pupils' personal development and well-being are good. Pupils mostly behave well and have positive attitudes to their work and are enthusiastic about school. They are good at helping each other and effective group and partner work is a notable feature of many lessons. Years 1 and 2 pupils, for example, worked rapidly together to decide what features they should include on their 'treasure islands'.

Leadership and management are satisfactory. Staff have had to take on board many new strategies and initiatives over the last few years. Most have been welcomed but there is still some inconsistency in practice and effectiveness. Despite the headteacher's best efforts, the pace of improvement since the last inspection has been satisfactory rather than good, and this shows its satisfactory capacity for further improvement. Many teachers are still developing their roles and responsibilities and not all of them are contributing sufficiently to school development and improving pupils' achievement.

What the school should do to improve further

- Improve the pupils' rate of progress and the standards they reach by ensuring that all teachers keep pupils engaged and on task.

- Plan more writing and mathematical activities in other subjects.
- Develop the leadership and management roles of teachers so that they are more involved in raising standards and pupils' achievement, and contribute more to school improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are below average but pupils' achievement is satisfactory. School data indicates that standards are on track to rise. This is the result of improving provision. The current Year 6 pupils are still affected by past underachievement and teaching in the past that was inadequate. A number of pupils have also joined the year group with additional learning and behavioural needs. Many have made quite significant progress over the last academic year as a result of good teaching.

Standards are below average when children join the school, particularly in their language development and personal and social skills. Children's progress through the Reception class is satisfactory, so they join Year 1 with levels of attainment that are still below those expected for their age. Progress improves in Key Stage 1 as a result of good teaching, and standards in reading, writing and mathematics are average by the end of Year 2. Pupils do less well in their writing, particularly at achieving the higher levels, and this is a development priority for the school. Pupils with learning difficulties or disabilities make good progress in relation to their starting points because of the high quality support they are given.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils' improving achievement is in some measure a result of their positive attitudes to learning and good attendance. Although a few pupils, most notably in Year 6, still demonstrate challenging behaviour, most behave well and are enthusiastic about all aspects of school life. Pupils have learnt how to understand and control their emotions better because of good guidance and support from the school. Pupils pay good attention to their own safety and that of other pupils, treating each other with respect and consideration. Rare instances of bullying are dealt with effectively and pupils are confident that adults in school deal with it well. Pupils have a good awareness of how to stay healthy. They demonstrate this by buying healthy snacks from the tuck shop that is well run by the school council. A particular strength is the mature way in which pupils accept responsibilities for others because they are aware that they are part of a community. They are proud, for example, to act as supportive 'playground pals', involving younger pupils in playground games. Pupils' good social skills and satisfactory academic achievement are a sound preparation for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching is a contributory factor to pupils' sound achievement. School data indicates that the number of good lessons is increasing. Because relationships with staff are strong, pupils confidently take a full part in lessons. In a Year 5 class for example, pupils made presentations to their peers, and answered questions with confidence and poise. Most lessons are well organised, with well defined purposes, so pupils are clear about what is expected of them. Pupils' behaviour is usually managed well, but in a minority of lessons, pupils with challenging behaviour occasionally slow the pace of learning. Good use is made of teaching assistants, especially to support the learning of less able pupils. In some lessons, teachers provide good quality feedback on how to improve work, but this is too inconsistent. In the small number of lessons that lack pace and challenge, pupils occasionally become distracted, limiting the progress they make.

Curriculum and other activities

Grade: 3

Provision for pupils' personal development is a strength and is reflected in pupils' enthusiasm for learning. There is a good range of visits and visitors. For example, all pupils in Years 3 to 6 have the opportunity to go on a residential trip which enhances their social development. The good extra-curricular activities are popular with pupils. Sports clubs, the use of external coaches, and competitive sport successfully promote the importance of leading active lifestyles. The use of other subjects to develop pupils' writing skills has taken off at the school, although there is room for further improvement. Currently, mathematical skills are not developed enough in other subjects. Curriculum planning for the next academic year shows a far greater emphasis on the use of topics to bring subjects together. The school is also developing the links between the Reception and Year 1 curriculae to enable a smoother transition between the two key stages.

Care, guidance and support

Grade: 3

Good systems are in place to ensure pupils' health, safety and well-being, especially for the most vulnerable pupils. The quality of care is good and contributes extremely well to pupils' growing confidence and self-esteem. Adults treat pupils with respect and, as a consequence, pupils are confident in approaching them and asking for help. A particular strength is the way in which the school makes pupils feel part of a community and helps them to develop a sense of corporate responsibility.

Academic guidance is satisfactory. Some pupils understand what their targets are and know, from clear guidance in marking, what they need to do to improve their work. However, this good practice is inconsistent across the school.

Leadership and management

Grade: 3

The headteacher provides strong leadership and a clear direction. Strategies for improvement and actions taken have been successful and there has been steady improvement since the school's last inspection. The school has an accurate view of its strengths and weaknesses. Staff with responsibilities have become increasingly effective in supporting development and monitoring and evaluating the aspects or subjects they manage. They have received good support from the local authority and the headteacher. Despite this, a few staff still have some way to go before they are contributing effectively to the overall leadership and management of the school. Performance is monitored well by the headteacher. She has a good overview of pupils' progress and the quality of teaching and learning. Governors provide satisfactory support and challenge and are in the process of improving their monitoring and evaluation of the school. The school consults well with its pupils and parents, and has good partnerships with other schools and agencies that support pupils' education and welfare well.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--------------------------------------------------------------------------------------------------------------	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 July 2007

Dear Pupils

Inspection of All Saints Primary School, Coalville, LE67 3LB

Thank you for welcoming us to your school when we visited last term. All of you were so friendly, polite and helpful. I particularly enjoyed your singing of 'Build a wall around you' in assembly and all of the actions that went with it. This letter is to tell you what we found out about your school.

It is giving you a satisfactory education. You like your teachers, enjoy school and feel safe there. The staff take good care of you. Your behaviour is mainly good and you enjoy taking on responsibilities, like getting the hall ready for assembly. You make satisfactory progress, although many of you do better than this when teaching is good. We have asked the headteacher, staff and governors to make sure that all teaching keeps you interested and involved. Your writing is not as good as your reading and mathematics. The school has started to look at this and provide you with more opportunities to write in other subjects. We think you could do more writing so we have also asked the school to provide you with even more opportunities to write in other subjects and also extra time to practise your mathematics in other subjects as well.

The activities teachers plan for you are good and you have many visits, visitors and clubs which help you to enjoy school. I know that many of you are looking forward to your residential visit to Bude in September. I hope the weather is better than it was during the inspection! Your headteacher is working hard to make your school even better. There are still things to do, so we have asked the school to make sure that all of the leaders and managers do their jobs as well as they can.

Thank you once again for your friendliness. You can help the staff by continuing to behave well, working hard and attending regularly.

Best wishes for the future.

Yours faithfully

Chris Kessell Lead inspector