



All Saints Church of England Primary School, Sapcote

Inspection Report

Unique Reference Number 120198
Local Authority Leicestershire
Inspection number 291666
Inspection dates 10–11 January 2007
Reporting inspector Doris Bell

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

Type of school	Primary	School address	Bassett Lane
School category	Voluntary aided		Sapcote
Age range of pupils	4–11		Leicester LE9 4FB
Gender of pupils	Mixed	Telephone number	01455 272973
Number on roll (school)	155	Fax number	01455 274762
Appropriate authority	The governing body	Chair	Jean Harbour
		Headteacher	Kathryn Allsopp
Date of previous school inspection	4 March 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school is one of two in a recently formed federation. The nature of its intake has changed considerably since the last inspection and particularly in the past two years. Attainment on entry is as expected for the children's ages. The proportion of pupils with learning difficulties is above average. Compared with most schools, a much greater number of pupils start and leave at different times and a significant minority of pupils come from Gypsy/Roma and Travellers of Irish Heritage backgrounds. There has been a high turnover in staffing since the last inspection and several long-term absences owing to sickness or maternity leave.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education for its pupils. Achievement is satisfactory overall and standards are average, except in writing, where they are below. Pupils, and especially the more able, do not make enough progress in writing. The school is working hard to address this. It tracks pupils' progress well, analyses all test and assessment information effectively and uses that information satisfactorily to set class and group targets. However, the practice of translating these targets into smaller targets for individual pupils is inconsistent. Overall, the quality of teaching is satisfactory but pupils are not always given sufficient guidance on how to improve their writing, for example through teachers' marking.

Staffing issues and changes in the school population have slowed the impact of many initiatives. However, the headteacher has kept the school on an even keel throughout, and the issues raised at the last inspection have been addressed satisfactorily. Overall leadership and management are satisfactory and middle managers are developing their roles well. The new governing body, which covers both schools in the federation, is very clear about its roles and responsibilities. There is a developing sense of collective responsibility amongst staff and governors for how well pupils achieve by Year 6. This, the school's accurate evaluation of its own work, and the actions being taken to tackle its weaknesses all give it sound capacity for further improvement.

Progress, standards and the quality of provision are satisfactory in the Foundation Stage. Children from Gypsy/Roma and Travellers of Irish Heritage backgrounds and pupils with learning difficulties are well supported, and they make at least satisfactory progress. Overall, care, guidance and support are satisfactory, as are the pupils' personal development and well-being. Pupils are well cared for, guided and supported on a personal level but more could be done to support them academically. Behaviour is good and pupils are well aware of how to keep themselves safe through, for example, talking to an adult if they have problems. Healthy living is promoted well within the overall satisfactory curriculum, which includes a good range of enrichment activities, and good provision for information and communication technology (ICT).

What the school should do to improve further

- Improve pupils' writing skills, establish consistency in the marking of writing in all subjects and provide more challenging work for more able pupils.
- Use assessment information better to set targets for individual pupils, involve pupils in the process and teach them how to improve and extend their own learning.

Achievement and standards

Grade: 3

Children make satisfactory progress in the Foundation Stage and reach the goals expected nationally by the end of their Reception year. Achievement is satisfactory in Years 1 to 6 as shown by the notable improvements in 2006. This differs from the

most recent published data (2005) and was achieved despite significant changes in the nature of the school's population in the past two years.

Standards are broadly average but there are considerable differences in the proportion of pupils reaching the higher levels in different subjects. In English, it is well below average, while in mathematics and science it is above. The underachievement of some more able pupils in writing is the root cause of the differences between the subjects. Pupils with learning difficulties and those from transient families make at least satisfactory progress.

In 2006, the school exceeded the challenging targets it set for Year 6 at the expected levels in English and mathematics, and at the higher level in mathematics. It did not reach its targets for the higher level in English. The school's analysis of its extensive tracking data highlights a number of reasons for this. Much has been done to tackle the issue, including undertaking assessments and moderations with the partner school. Embryonic signs of improvement are evident but there is still some way to go to achieve consistent progress for all pupils, especially the more able, in writing.

Personal development and well-being

Grade: 3

Since the last inspection, the school has successfully improved pupils' behaviour and their understanding of cultural diversity. Behaviour is now good and sometimes exemplary. Pupils' spiritual, moral, social and cultural awareness is satisfactory. All pupils interviewed said they enjoy school and appreciate what it does to eliminate unacceptable behaviour. Pupils respect and care for themselves, each other and adults. They know how to keep themselves safe, explaining why they should tell an adult if they have problems and why they should respond immediately to the teacher's directions in, for example, physical education and science.

Pupils readily accept responsibility as school councillors and monitors. However, the role of the council 'officer' is underdeveloped, missing a valuable opportunity to develop pupils' sense of responsibility further. Pupils work well together and independently during lessons but they rarely have the opportunity to influence their own learning. Pupils' contribution to the community is satisfactory and their response to the school's efforts to promote healthy living is good. Attendance is satisfactory overall. For the school's static population, it is good. Pupils are satisfactorily prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

Teachers' planning supports less able pupils well but activities for more able pupils are sometimes not aimed explicitly enough at extending learning, especially in writing. Nevertheless, teaching is improving and pupils' progress this year is much more

consistent in all year groups. This is the outcome of greater stability in staffing of late and the benefits gained from planning and moderating pupils' work with the partner school.

Teachers' management of pupils' behaviour is now good, as are relationships throughout the school. Teachers use different ways of teaching and this motivates pupils to learn. However, they do not always capitalise on how quickly some pupils learn in lessons, to move their learning on faster. This limits the progress of more able pupils. Weaknesses in marking mean that opportunities are often missed to help pupils see the smaller steps they need to take to reach group targets. There is some confusion over the requirements of the recently implemented marking policy and errors are not always corrected systematically. This especially affects pupils' writing, and particularly in subjects other than English.

Curriculum and other activities

Grade: 3

The school is beginning to plan its curriculum more imaginatively to meet the needs of the pupils. In all age groups, it promotes learning satisfactorily overall. In Years 1 and 2 it has been restructured into themes that cover several subjects with a continuous, structured thread of basic skills throughout. It is too early to evaluate the effect of this on achievement, but it has increased pupils' interest in and enjoyment of learning. A similar approach is being considered for pupils in Years 3 to 6. Due emphasis is given to basic skills in this age group too, including ICT. However, not enough has been done to accelerate pupils' progress in writing, especially for the more able. The curriculum provides well for personal, social and health education. It is greatly enriched by a good range of activities during school hours. The range offered outside of school hours is limited and parents have to pay, inhibiting the attendance of some pupils.

Care, guidance and support

Grade: 3

All staff have a strong commitment to the health, safety and welfare of their pupils and know them well. Pupils' personal needs are recognised and met effectively and the procedures for safeguarding children are rigorous. The headteacher has worked hard to develop relationships with parents and most parents are positive about the school. The school works effectively with external agencies, including the local authority's Traveller Service and its Special Needs Service, to support relevant pupils. However, there are weaknesses in the academic guidance provided for pupils and pupils are not sufficiently involved in the process. The good practice noted in one class, of helping pupils to see how to assess their learning and help set their individual targets, is not consistent throughout the school.

Leadership and management

Grade: 3

The headteacher has successfully improved the school since the last inspection. Despite many difficulties, her clear vision, shared by governors and staff, has kept it on an even keel. Constructive decisions about spending, staffing and the organisation of year groups have contributed positively to the improvements. The headteacher and governors make good use of the opportunities presented by the federation to improve teaching and learning. Teachers acknowledge the benefits of the joint activities between the two schools.

Senior and middle managers understand their roles and responsibilities well. They have been instrumental in establishing good assessment procedures in all subjects. However, there remain weaknesses in the use of assessment information, especially to guide the learning of more able pupils, and in writing. The recently constituted governing body for the federation has a clear action plan for checking the work of the school. Governors know the school well and understand their role in helping it to improve, and the school improvement plan provides a satisfactory scaffold for further improvement. Teaching and learning are checked regularly and all weaknesses are rigorously followed up. All of this contributes to the school's capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
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	3
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.

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

Thank you very much for welcoming us to your school and for talking to us about your work. You told us how much you enjoy school and how much you appreciate what the school has done to improve behaviour. What your school does for you is satisfactory. That means there are a number of good points and also some areas that need more work. Here is a summary of the good points:

- You are taught soundly and this helps you to make satisfactory progress.
- You are polite and you behave well. Sometimes your behaviour is excellent. This is helping you to concentrate on your work and to learn better.
- You are well cared for and, in turn, you care for your school, get on well with each other and know how to keep yourselves safe, fit and healthy.
- The headteacher and governors run the school satisfactorily. They keep a close eye on your progress and are using the federation well to improve what the school does for you.

We have asked your school to help you to do even better by:

- helping you to improve your writing skills, marking your writing better in English and in other subjects, and giving those of you who can cope with it, harder work so that you can make even faster progress
- using everything it knows about your learning and progress to set targets for each one of you, to talk to you about them and to teach you how to improve your own learning.

We hope that, as a result of these improvements, you will make better progress and that you will continue to enjoy learning now and in the future.