

All Saints Church of England Primary School

Inspection report

Unique Reference Number	120123
Local Authority	Leicestershire
Inspection number	339604
Inspection dates	18–19 November 2009
Reporting inspector	Ted Wheatley

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 of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Bridgette Lawrence
Headteacher	Debbie May
Date of previous school inspection	0 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupil progress information, school planning, pupils' work and 62 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school has dealt with underperformance of girls, and is dealing with that of the most able boys, particularly in English
- how rapidly and effectively weaknesses are dealt with
- how well assessment information is used to match work to pupils' needs and to set targets to help pupils drive their own learning and progress
- the effectiveness of staff at all levels in evaluating school performance and helping push forward improvements
- the quality of provision in Early Years Foundation Stage and its impact on children's progress.

Information about the school

This is a small school in which nearly all pupils are from White British backgrounds. A very small number are from Indian backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of these have behavioural, social and emotional difficulties and some have moderate learning difficulties. Three pupils have statements of special educational needs, which is a below average proportion. The school has a Healthy School Award and Bronze ECO Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. It has strengths in the quality of the curriculum and the care, guidance and support it provides for pupils. Standards are broadly average and are rising, continuing the pattern of recent years. Pupils' progress is satisfactory overall and is improving with some pupils making good progress. The school has accurately identified weaknesses in performance and introduced effective strategies to deal with them. Consequently, there is no significant underperformance by any group of pupils. Literacy skills have improved and the quality of the most able boys' writing has improved noticeably, mainly because of the focus on providing interesting materials to motivate them. Achievement in numeracy is not quite so good because pupils do not have good enough competence or confidence at basic skills, and this is now the focus of the school's work. Pupils with special educational needs and/or disabilities, and those with social and emotional difficulties, make satisfactory progress overall, and some make good progress because of the sensitive support they receive.

Generally, parents are pleased with the school and appreciate the level of care, approachability of staff and extra activities provided for their children. However, a significant small number of parents and pupils feel that learning is sometimes interrupted by a very small number of other pupils. They also feel that these pupils make life at lunchtimes unpleasant for others with their occasional bullying behaviour. The school has struggled to deal with the issue, and although it has worked effectively on improving behaviour overall, it has not fully resolved this remaining problem, even with outside support.

Nevertheless, most pupils enjoy school. They find the range of activities they do interesting and they want to do more. Attendance is above average, with very few pupils frequently absent. The great majority of pupils behave well and most feel safe. Pupils have a good understanding of how to stay healthy. They eat sensibly and take part in one or more physical activity. Pupils are willing to take on responsibilities and many do. They have good social skills although their knowledge of the values and beliefs of other cultures than their own is limited. Given broadly average standards by the time they leave, pupils' preparation for the next stage of education is satisfactory.

Teaching is satisfactory and sometimes good or better. There is also occasional unsatisfactory teaching. However, the pattern is of improving teaching, and learning, and a focus on making sure work is well matched to pupils' learning needs and planned to capture pupils' interest. This is successful in most lessons, but occasionally lessons provide too little time for pupils to learn for themselves rather than listen to teachers. Also, there are times when the organisation of work is not well enough matched to learning needs, and pupils' progress is then slow. The curriculum is good and designed

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to catch pupils' attention, particularly those who readily lose interest in school. The range of visits and visitors is good. For example, visiting sports coaches and visits to Snibston Discovery Park contribute to maintaining pupils' interest in school. The wide selection of out of school sports and other activities is well supported. There are opportunities in all subjects for independent writing and information and communication technology (ICT) skills, but less so for numeracy. The quality of care for individual pupils is good and particularly sensitive to those pupils with social and emotional difficulties. Pupils are confident that they will be helped if they need it. Pupils with special educational needs and/or disabilities are well supported and the school makes appropriate use of a wide range of external services to enhance this support.

The headteacher and other staff in leadership positions provide good direction for improvement. They are determined to raise standards and to provide opportunities for all pupils to do well, whatever their backgrounds. Staff new in leadership roles increasingly contribute to self-evaluation and improvement planning. Efforts to engage families are good and despite the concerns expressed by some parents over bullying, parents mostly feel involved and well informed. The school has good links with the local community and church and is making satisfactory progress in promoting community cohesion. At the time of the inspection, safeguarding requirements are met and the school works hard to ensure pupils are safe.

About 40% of schools whose effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards by making sure:
 - there are opportunities in all subjects for pupils to develop competence and confidence in numeracy
 - that the time in lessons is organised to provide the maximum time for pupils to engage in their own learning activities, rather than listen to teachers
 - that work is always closely matched to pupils' learning needs.
- Swiftly resolve the issue of bullying behaviour that spoils some pupils' learning and enjoyment of school.
- Provide increased opportunities for pupils in the main school and children in the Reception class to learn about and develop respect for the beliefs and values of cultures other than their own.

Outcomes for individuals and groups of pupils**3**

There have been fluctuations in attainment from year-to-year but the overall trend is upwards. Past differences between girls and boys were largely due to specific individual learning problems. The school's analysis of end of key stage assessments showed able boys sometimes underachieving in writing. This was dealt with effectively by providing books and activities designed to attract boys' attention and to encourage them to write.

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Standards in science are improving too, with an increased focus on developing investigation skills. Progress is generally satisfactory and sometimes good. Progress occasionally slows when pupils have personal social or emotional problems and the school works hard to help pupils overcome these. It is often successful, but sometimes the impact of efforts is slow.

Progress has been best in pupils' writing skills where attainment has caught up on reading. It is a little slower in numeracy because this has been less of a focus of efforts until now. There is still a little way to go in helping pupils' catch up in this area, in both competence and confidence. Pupils do not always, for example, work well independently with numeracy problems because they do not check their work as they go along.

Despite the problems associated with occasional bullying and disruption to learning, pupils enjoy school, and their parents also say they do. The great majority of pupils behave safely and with consideration towards other pupils and adults. They know why it is important to eat healthily and to take physical exercise and they make good choices in what they eat at lunchtime. Their contributions to the school and wider community are good. They take on responsibilities through being on the school council, acting as play coaches in the playground, organising waste collection and contribute to pupils' environmental awareness through the ECO council. Pupils' spiritual, moral, social and cultural development is satisfactory overall, although their understanding and respect for the values and beliefs of ethnic groups that they do not meet either in school or the local community is limited. Pupils' preparation for the next stage of their education is satisfactory. They have average basic skills and good social skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are generally well organised with a wide range of activities to catch and keep pupils' interests. In the best lessons work is well matched to pupils' abilities and pupils know what levels they are working at and how to make further progress. Teachers work effectively in these lessons to help pupils become confident in their own ability to succeed. In most lessons teachers and learning support assistants work well together to support pupils with individual help and guidance. One-to-one support is sensitive and well matched to pupils' needs. In less effective lessons the pace of work is sometimes too slow, with too little time for pupils to be learning for themselves and too long spent listening to the teacher. On rare occasions work is undemanding and while pupils remain engaged in the work, they learn too little. Relationships are good and although there are occasional difficulties with a very small number of pupils, behaviour in lessons is well managed. Marking is generally satisfactory, with information on how well pupils are performing and sound advice on how to improve their work.

The curriculum is well planned to make sure pupils find school exciting and a place they want to be. There are good links between subjects. ICT is used well to support learning and topics are planned to include writing activities that pupils enjoy doing. This has contributed effectively to raising standards of boys' writing. However, there are too few activities to help build pupils' confidence and competence in numeracy. Residential trips, day trips, visitors and links with the church enrich the curriculum and pupils talk enthusiastically about what they do. The wide range of clubs and sports activities offered are well supported.

The level of personal support for pupils and families is particularly good. The school has good partnerships with external agencies to support pupils with social, emotional and learning difficulties. Relationships with families are generally good and play an important part in raising pupils' aspirations. Advice and guidance for pupils is good and focuses effectively on building their confidence to achieve well. There are effective links with secondary schools to help pupils move into the next stage of their education. Links between teachers to help pupils move smoothly from class to class are good. Policies to improve attendance are effective and the school continues to work closely with the families of the small number of pupils who have poor attendance. Behaviour is generally well managed and has improved. Nevertheless, despite close partnership with particular external support services, the poor behaviour of a very small number of pupils has not yet been resolved.

These are the grades for the quality of provision

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<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	3
	3
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	2

How effective are leadership and management?

The headteacher has a clear view of how the school should improve and she is well supported by staff in this. Self-evaluation is accurate and the school acts quickly on identified weaknesses. For example, there have been improvements in progress, teaching and attendance and significant improvements in behaviour throughout the school. The headteacher has high expectations of staff and the support for them is good, and continues with new staff as they join the school or with others as their roles change. Governors meet their statutory obligations. They provide a sound level of challenge for the headteacher and have established approaches to become better informed about how the school functions. New governors are rapidly gaining the expertise and experience they need to be supportive. Communications with parents and carers are satisfactory overall and the school has sound processes to take parents' views into account. Despite some parents' concerns, there is evident determination to resolve the current behaviour and bullying issues. Several strategies have been tried, with limited success, and others are planned. Efforts to promote community cohesion are satisfactory. They are at an early stage, but the school has evaluated current provision and is developing plans to coordinate its activities.

The school works effectively to promote equal opportunities. Anti racism policies are effective and pupils who experienced racist comments in the past say the school dealt with them effectively. The gap in performance between different groups of pupils has narrowed and continues to do so. Issues from the previous inspection have been dealt with well. The capacity for further improvement is good.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	3
<p>The effectiveness of the school's engagement with parents and carers</p>	3
<p>The effectiveness of partnerships in promoting learning and well-being</p>	3

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's attainment one entry to the Reception class is low, especially in language and communication and their personal, social and emotional skills. They make good progress towards the early learning goals in all areas, and better progress than in recent years. However, they are still below average in language and communication and personal, social and emotional skills when they enter Year 1. In the other areas of early learning, children's abilities are close to those expected for their age. Provision is good overall and leads to children making good progress in developing independence, confidence and enjoyment in playing and working with each other and adults. There are many opportunities for role play and to develop friendships with other children. However, the opportunities for children to learn about other cultures are limited. For example, they do not learn about the food other people eat or the clothes they wear. Links with families are good and staff strive to ensure parents feel welcome, and most do. Support is sensitive and well organised and activities are based on effective assessment of children's progress. Activities are challenging and children are encouraged to make choices and to use the indoor and outdoor areas. Children are well cared for and relationships between adults and children are good. Staff provide a secure and enjoyable environment for children. The phase is well led and managed and there is a good grasp of how provision can be improved. The sharp use of assessment information to plan activities has been key to this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Overall, the majority of parents are pleased with their children's experience at the school and state that their children enjoy school. The great majority feel that the school is safe,

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that teaching is good, their children make good progress, that they are well supported to do so and are well prepared for the future. They are especially pleased with how well children are encouraged to have healthy lifestyles. However, a significant minority feel that the poor behaviour of a very small number of children is not dealt with as well as it should be. Inspectors agree with parents' positive views and also with their area of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	50	24	39	3	5	4	6
The school keeps my child safe	31	50	26	42	5	8	0	0
The school informs me about my child's progress	23	37	36	58	3	5	0	0
My child is making enough progress at this school	22	35	34	55	4	6	2	3
The teaching is good at this school	27	44	27	44	4	6	3	5
The school helps me to support my child's learning	19	31	36	58	4	6	2	3
The school helps my child to have a healthy lifestyle	15	24	44	71	2	3	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	29	35	56	3	5	2	3
The school meets my child's particular needs	24	39	30	48	4	6	3	5
The school deals effectively with unacceptable behaviour	10	16	31	50	10	16	8	13
The school takes account of my suggestions and concerns	15	24	36	58	5	8	4	6
The school is led and managed effectively	26	42	26	42	5	8	4	6
Overall, I am happy with my child's experience at this school	25	40	29	47	3	5	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 November 2009

Dear Pupils

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

We enjoyed our visit to your school and thank you for making us welcome. We spoke to many of you and you told us a lot about how good you think your school is.

You go to a satisfactory school. You make satisfactory progress, and some of you make good progress.

You enjoy school, most of you behave well and treat each other with consideration.

The headteacher, staff and governors are determined to make sure the school becomes better, so that you do even better.

Some teaching is good and in those classes you learn well.

You know about how important it is to eat healthily and to take part in physical activities, and most of you do.

You enjoy having responsibilities and you carry them out well.

The school takes really good care of you, especially those of you who have things that are upsetting or worrying.

The school is a safe place to be and staff work hard to make it stay that way.

In order for the school to be even better, we are asking your teachers to do the following things:

Raise standards by giving you opportunities in all subjects to improve your numeracy skills, to spend more time in lessons working on your own learning, and making sure work is always challenging enough.

Deal with bullying behaviour of a few pupils that spoils some of your learning and how much you enjoy school.

Give you more opportunities to find out about and learn to respect the beliefs and values of people from different backgrounds to your own.

You can help by practising your numeracy skills whenever you can. We wish you well for the future.

Yours sincerely

Ted Wheatley

Lead inspector

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