

All Saints Church of England Primary School, Sapcote

Inspection report

Unique Reference Number	120198
Local Authority	Leicestershire
Inspection number	339630
Inspection dates	4–5 May 2010
Reporting inspector	Alan Dobbins

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Sheila Scott
Headteacher	Kathryn Allsopp
Date of previous school inspection	10 January 2007
School address	Bassett Lane Sapcote Leicestershire
Telephone number	01455 272973
Fax number	01455 274762
Email address	admin@allsaints.leics.sch.uk

Age group	4–11
Inspection dates	4–5 May 2010
Inspection number	339630

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed in part or in whole 10 lessons, all the school's teachers and held meetings with the chair of governors, staff and groups of pupils and spoke with the local authority's advisor to the school. They looked at data the school has on pupils' progress. They scrutinised 33 parents' questionnaires and spoke with 14 parents.

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

- the progress of Year 6 pupils who will be leaving this year, especially those with learning difficulties and/or disabilities
- the effectiveness of the Early Years Foundation Stage in providing children with a good start
- the impact of the high level of staff turnover since the last inspection on standards and progress
- the effect of leadership and management on improving the quality of the provision.

Information about the school

All Saints Church of England Primary School is a smaller than average size school that serves the rural community around the village of Sapcote, Leicestershire. Most pupils are from a White British heritage, with a significant minority being Traveller children. Many of the Traveller children are away from school for extended periods. Compared with many schools, a greater number of pupils start and leave at different times. The proportion of pupils who are eligible for free school meals is low; the proportion of pupils with learning difficulties and/or disabilities is about average. The school is one of two in a federation. The headteacher leads both schools and the senior management team is made up of staff from both the schools. Since the last inspection there has been a high turnover in staffing, mostly because of maternity leave and advancement. Currently, three out of the six class teachers are on temporary contracts.

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

3

Main findings

All Saints is a satisfactory school that is better than at the time of the last inspection. Since then senior leaders and governors have had to work hard to maintain a stable and effective team of teachers as the first priority for raising attainment and improving progress. The improved performance of pupils in the lower part of the school and the good attainment and progress of this year's Year 6, both better than local and national expectations, show they are beginning to be successful. The school is a safe, happy and harmonious place in which pupils thrive as learners and as developing young people. Parents and carers are quick to praise the school, one saying, 'My child is receiving an excellent education in a very happy school.'

Children in the Early Years Foundation Stage enjoy a good start to their schooling. Typically, they enter the Early Years with standards at about those expected for their age in each of the areas of early learning. They settle quickly and make good progress so that when they enter Year 1 they attain beyond the national levels expected for them in each learning area. Over the last two years pupils in Years 1 and 2 have done better than previously and exceeded the national expectations for their age in reading, writing and mathematics. Although more was expected of them, last year's leavers (Year 6, 2009) matched national expectations in English and science and were below in mathematics. The improved performance of the younger pupils is beginning to be seen in the other years, including Year 6. More of this year's cohort of leavers are meeting or exceeding their targets for learning than was the case last year. Pupils with learning difficulties and/or disabilities do as well as others against their targets for learning, but higher attaining pupils are not always achieving the higher levels of which they are capable.

Pupils say they like school and feel safe there. They behave well and their good attitudes to their work show that they fully accept their role as learners. They gain a secure understanding of right and wrong and show maturity when they have difficult choices to make, including those to do with staying safe and keeping healthy.

The senior management team knows the school's strengths and weaknesses well enough through their procedures for self-evaluation. The improving results provide persuasive evidence that the actions taken to deal with the high staff turnover are, in the short term, beginning to work. However, leaders are clear, as are the governors, that having half of their class teachers on permanent contracts is not a secure pathway for driving up attainment and improving progress. They know that the assessment system for setting targets for pupils' learning and for recognising the progress they make toward these targets is not a sharp enough tool for raising achievement. They are also aware that lesson planning needs to be more precise to challenge all pupils

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

effectively, but especially the higher attaining pupils. This shows that the capacity for sustaining improvement is satisfactory.

What does the school need to do to improve further?

- Stabilise the team of teachers.
- Raise attainment and improve progress, especially for the higher attaining pupils, by:
 - sharpening the procedures for setting targets for pupils' learning and for recognising progress toward these targets
 - planning lessons with precise objectives for learning and linked success criteria that effectively challenge all pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The good relationships pupils have with their teachers and teaching assistants help make lessons friendly and purposeful events for pupils and staff alike. Traveller children are assimilated very well and, typically, the good use of the teaching assistants ensures that they and those pupils with learning difficulties and/or disabilities do as well as the others. The high turnover of staff seems to have impacted most on progress in mathematics, especially for higher attaining pupils, too few of whom gain the higher levels of learning. Senior leaders are taking steps to improve the provision in mathematics and early evidence is showing better performance over all years. A sizeable minority of pupils, including many Traveller children, do not attend regularly enough to gain full benefit from what the school offers. Despite the good efforts to help pupils catch up on their return to school, the interruption in their learning results in these pupils attaining less well and making less progress than those who attend regularly.

The 'family feel' of the school contributes to pupils being confident learners who develop well as rounded young people and make good progress in preparation for the next stage of their education and life thereafter. They get on well with each other and are proud to be recognised as pupils at the school. The play leader scheme provides regular opportunities for older pupils to take responsibility. The school council is a vibrant body and works well in giving a feeling of democracy at work. Recently, members gained a very meaningful first-hand experience by taking part in a debate in the chamber room of the local council. Pupils have a good knowledge of the dangers of drugs, of healthy foods and the importance of maintaining a healthy life style. They show this through their food choices at lunch times and on 'Fruity Fridays', by their high take up of the after school sports clubs and their enthusiasm for the trim trail. The school is an important element in the life of the village and pupils benefit from their regular links to village routines. Currently, for example, they are preparing the school's garden for presentation in the Sapcote in Bloom competition.

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

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Expectations for learning and behaviour are high and these are routinely communicated to pupils. In the good lessons, for example in English, learning rushes along. The lesson objectives provide a clear framework and pupils know what they are learning. However, this is not the case in all lessons. New learning is not always built securely on prior learning and this limits overall progress. This is because learning objectives are not sufficiently precise and the criteria for success are not clear enough. On these occasions, pupils do not know if they have met them or not. The good work of the teaching assistants helps minimise the effect of this on the lower attaining pupils, but higher attaining pupils find some tasks too easy. Linked to this, assessment information is not used well enough in helping teachers plan tasks that meet the needs of each pupil. The system works well enough in recording the progress of each pupil, but is too cumbersome for staff to assess quickly the progress of individual pupils toward their targets. Classrooms are bright and spacious and are good places to teach and to learn. Resources, especially interactive whiteboards, are used well.

English, mathematics, science and religious education are taught as discrete subjects

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

and the other subjects are taught as part of a topic or theme in the developing creative curriculum. In the topics the skills of literacy are emphasised and reinforced well but those of mathematics less so. The strength of the curriculum is in the additional opportunities that enrich and extend pupils' learning experiences. They benefit from the many visits they make to places in the locality and further afield that bring alive classroom learning, and from taking part in the good number of after-school clubs.

Pupils are quick to say they feel safe and valued within a welcoming and caring environment. The links with the Traveller education service are very close and staff have a good knowledge of and are sympathetic to Traveller culture, history and traditions. Consequently, Traveller children are well served. Links with other external agencies, for example in supporting pupils with learning difficulties and/or disabilities are also good. The school works hard to support attendance. Absence from school is relentlessly followed up through text messages sent on the first morning and telephone conversations with parents and carers. Good arrangements operate for the care and support of pupils during their passage through the school and over the time of transition to secondary education.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders are well aware of the expectations of parents, carers and the diocese and are committed to further improvement. Leaders are aware that since the last inspection the high turnover of teachers has impacted on the quality of learning, especially for those pupils who are the most capable. They have done well to improve aspects of the school despite the serious effect of this encumbrance. Parents and carers see the school as a cohesive place in which staff and pupils respect each other and work very well for each other. There is no discrimination of any sort and staff strive to ensure that all pupils have equal access to all the school offers.

Over a difficult period, governors have supported leaders very well. They are led very well and, collectively, have the skills, knowledge and determination to challenge leaders in their drive for improvement. Safeguarding procedures are thorough as the school ensures it adopts good practice. Due regard has been paid to community cohesion, and the well established links with the diocese contribute to the good development of pupils' spiritual, moral, social and cultural awareness. Links with the other elements of the local community are already well established and the school plays an important role in the life

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

of the village. Pupils benefit from the very close link with the other school in the federation and from the links with regional agencies, including the Leicester Business Enterprise. International links are developing mainly through the support for international charities, such as Boxes for Eastern Europe and the Haitian disaster fund.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children gain a good start in the Early Years Foundation Stage. Leadership is good, as is the day-to-day management. Leaders know the strengths and weaknesses and plan well for improvement. The Early Years is a friendly place in which children settle well. They quickly develop outstandingly strong relationships with their adults. In a safe and comfortable environment they gain confidence and their emerging personalities begin to show. Additional support for children with learning difficulties and/or disabilities, and for Traveller children, is good. Consequently, in each of the learning areas, all children make good progress against their starting points and, typically, enter Year 1 with levels of learning beyond those expected nationally for their age. With the exception of the outdoor area, which does not provide a sufficiently wide range of learning experiences with relevant resources, resources to support learning are good. Relationships with families are very strong. Many parents and carers help their children by preparing them for their learning, as a result of reading the weekly newsletter detailing what their children will be learning during the coming week. The learning journey for each child forms a detailed and comprehensive record of their time in the Early Years.

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

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	2
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

Most parents and carers who responded to the questionnaire or spoke with inspectors say they like the school very much. They are very pleased that their children enjoy school, that teaching is good, that their children are making good progress in their learning and that the senior leaders are very approachable. They feel that their children are safe at school and they especially like the way children are all equally valued and treated with respect, irrespective of their cultural tradition. A Traveller parent said the school was 'brilliant' for Traveller children because staff are so knowledgeable of and sympathetic to the culture and traditions of travelling families. A small minority of parents and carers feel that the school could be more effective in dealing with unacceptable behaviour. Inspectors judge that behaviour is good within lessons and throughout the school and that the procedures for improving the behaviour of individual pupils work well.

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, Sapcote 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	39	19	58	1	3	0	0
The school keeps my child safe	15	45	16	48	1	3	0	0
The school informs me about my child's progress	8	24	23	70	1	3	1	3
My child is making enough progress at this school	13	39	19	58	1	3	0	0
The teaching is good at this school	10	30	23	70	0	0	0	0
The school helps me to support my child's learning	9	27	21	64	3	9	0	0
The school helps my child to have a healthy lifestyle	6	18	26	79	0	0	0	0
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)	8	25	21	66	2	6	0	0
The school meets my child's particular needs	9	27	21	64	2	6	0	0
The school deals effectively with unacceptable behaviour	9	27	18	55	6	18	0	0
The school takes account of my suggestions and concerns	8	24	21	64	4	12	0	0
The school is led and managed effectively	9	27	20	61	4	12	0	0
Overall, I am happy with my child's experience at this school	13	39	19	58	1	3	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



5 May 2010

Dear Pupils

Inspection of All Saints Church of England Primary School, Sapcote, LE9 4FB

It was lovely for me and my colleagues to meet and talk with you when we visited your school. Thank you for making us so welcome. We found the school to be providing you with a satisfactory education, which means that it does some things well but could do other things better. We know that you like coming to school and, we want your senior leaders to make the school even better for you. These are some of the things we especially liked.

You told us you feel safe and comfortable at school and you get on very well with your teachers and each other.

Your good behaviour and the good effort you make always to do your best.

You know the importance of a healthy lifestyle and most of you make healthy choices most of the time.

The way that you are growing up as responsible and well rounded young people.

Here are a few things that we have asked the school to work on. We would like:

- there to be fewer changes of teachers
- teachers to make sure that lessons are always right for you - not too hard and not too easy
- there to be a better way in which your senior leaders recognise how well you are doing against your targets for learning so that they can arrange help for you more quickly if you are not doing well enough.

You can help as well, by continuing to work as hard as we saw you work over the time of our visit and by continuing to behave well.

Thank you again for being so welcoming. I will always have pleasant memories of the time I spent with you. Good luck to each one of you in the future.

Yours sincerely

Alan Dobbins

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.