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Andy Mawdsley
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Dear Mr Mawdsley

Requires improvement: monitoring inspection visit to All Saints Church of England Primary School, Coalville

Following my visit to your school on 8 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- ensure that staff use the phonics reading materials effectively to help pupils to learn to read fluently and with confidence.

Context

Since the previous section 5 inspection, there have been significant changes to the school's leadership team. A deputy headteacher, an assistant headteacher, a leader for the early years, and a leader for pupils with special educational needs and/or disabilities (SEND) have all been appointed. A new, experienced chair of governors along with several new governors have joined the governing body.

Main findings

The headteacher and the senior leaders continue to improve the school, despite the impact of COVID-19. They are not using the pandemic as an excuse. The headteacher is very well supported by the senior leaders. They are passionate and are determined to bring about the necessary improvements. The school development plan successfully targets the right areas to improve the school.

Senior and subject leaders have thought carefully about the curriculum and what they want pupils to learn and when they want them to learn it. They have identified subject-specific knowledge and ensured it is woven into the different topics. For example, in key stage 1 design and technology, pupils learn about chassis, wheels and axles. In key stage 2, pupils build on this knowledge by learning about the different kinds of axles and their various uses. The history curriculum includes plans for pupils to learn about the local history of Coalville and 'hometown heroes.' Pupils learn about celebrated locals such as George Smith.

Subject leaders have identified the key vocabulary that they want pupils to learn in each subject. For example, in computing, pupils start by understanding words such as 'code', 'app', 'debug' and 'program'. As pupils progress through their learning, they know and understand new words such as 'animation', 'algorithm', 'hyperlink' and 'videography'. Subject leaders have a clear oversight of what is being taught in their subject as pupils progress through the school.

Subject leaders provide specific guidance to help teachers to teach pupils effectively. In art, for example, teachers are clear on what pupils know and how they can use different pencil techniques to help them to shade, blend, stipple and hatch.

The phonics leaders have introduced new phonics resources to help pupils learn to read. Staff have been trained to use these resources to ensure a consistent approach is being used from the early years onwards. However, leaders need to ensure that these resources are used effectively to help all pupils learn to read fluently and confidently. Leaders have not ensured that all pupils' reading books match the sounds they are learning in their phonic sessions.

Leaders and teachers ensure that reading for enjoyment sessions and stories read to pupils during collective worship promote a love of books and reading. Pupils'

reading books are at the right level of challenge. Pupils say that they have plenty of books from which to choose.

At the previous full inspection, leaders and governors were asked to improve the attendance of disadvantaged pupils and those who did not attend regularly enough. In response, leaders have developed a new attendance policy. They analyse poor attendance. They contact parents and carers to discuss unexplained absences. The family support worker helps families with morning routines to reduce absence, if needed. These measures are beginning to improve attendance, including of some disadvantaged pupils.

Leaders have high ambitions for pupils with SEND. The special educational needs and/or disabilities coordinator (SENDCo) is being temporarily supported by an external leader. The SENDCo has established a strong system to identify and give appropriate help and support to pupils with SEND. Leaders link with external agencies such as autism outreach, a dyslexia specialist, and a speech and language team to support pupils, when needed. This support has continued during the pandemic. The curriculum is adapted to enable pupils with SEND to progress well. Pupils with SEND may receive extra resources and/or adult support. Leaders recognise the need to work with some parents who are less satisfied with SEND provision.

Pupils say that they are happy and safe at school. They say that behaviour is generally good and that instances of bullying are extremely rare. One pupil said, 'We now have a heart that shines!'. They said that there are many adults at the school with whom they could talk should they have a worry. Pupils enjoy being rewarded through house points and during the weekly 'Shining light' assembly. They have a good understanding of equality. Their understanding of British values and faiths and cultures that are different to their own is not as good as it could be.

Overwhelmingly staff believe that the school is improving rapidly. They trust and have faith in the senior leadership team. They say that staff morale is positive and that they work well as a team. Leaders are sensitive to staff workload and well-being.

Members of the governing body are now providing leaders with appropriate challenge and support. They are improving their knowledge of the school, its various strengths and priorities for improvement.

Additional support

The school has received external support from the local authority. This has included support for the leadership team and training for subject leaders in developing and planning the sequenced curriculum. The governing body has commissioned and acted upon external reviews of the provision for SEND pupils and of the effective use of the pupil premium funding.

Evidence

During the inspection, I held meetings with the headteacher, other senior leaders, pupils, staff, the chair of the governing body and representatives of the local authority to discuss the actions taken since the last inspection.

I visited phonics lessons. I looked at various documents relating to school improvement and the curriculum. I reviewed 31 responses to the staff questionnaire and 46 response to Ofsted's online questionnaire, Parent View, along with 40 parental free-text responses.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Leicester, the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted reports website.

Yours sincerely

Peter Stonier
Her Majesty's Inspector