

All Saints Church of England Primary School, Coalville

Ashby Road, Coalville, Leicestershire LE67 3LB

Inspection dates

12–13 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The school has been through a period of turbulence in leadership and other staffing. This has affected the quality of provision and outcomes.
- Leaders have stopped the decline in standards. However, outcomes are not yet in line with those of other schools nationally as there has not been enough focus on pupils making accelerated progress to catch up to where they should be.
- Governors are developing their knowledge and skills. They have not held leaders sufficiently to account for pupils' outcomes or for the impact of additional funding for disadvantaged pupils.
- Disadvantaged pupils' progress is improving following a review of their barriers to learning. Too few of the most able disadvantaged pupils, however, reach the higher standards.
- The quality of teaching across the school is inconsistent. Teachers' expectations for pupils' learning are too variable.
- Teaching does not always deal effectively with pupils' misconceptions during lessons or build on what they already know. This hinders the progress that pupils make.
- Teaching is not matched well enough to pupils' needs, particularly those with special educational needs and/or disabilities (SEND), to enable them to make faster progress.
- Some middle leaders' skills have not been sufficiently developed to drive improvements in their areas of responsibility.
- Pupils' attendance is improving but some pupils still do not attend regularly enough.

The school has the following strengths

- Progress, particularly in writing, is improving as a result of leaders' recent actions.
- Pupils behave well. They have positive attitudes to learning and they work with determination to complete the tasks set for them.
- Leaders promote pupils' spiritual, moral, social and cultural development well.
- Pupils show care for each other in class and on the playground. Parents, carers, pupils and staff agree that the school keeps pupils safe.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, so that it is consistently at least good, by ensuring that:
 - work set is well matched to pupils' needs and abilities, particularly for those pupils with SEND and for the most able of those who are disadvantaged
 - teachers respond to pupils' emerging needs, errors and misconceptions during lessons so that all pupils make good progress
 - teachers have consistently high expectations of the amount and quality of work that pupils produce.
- Improve the effectiveness of leadership and management by ensuring that:
 - governors hold leaders at all levels stringently to account for pupils' outcomes and attendance
 - middle leaders contribute to improvement by monitoring the impact of their actions and developing a strategic understanding of their areas of responsibility
 - leaders continue to work closely with those parents and carers who are not making sure that their children, particularly those who are disadvantaged, attend regularly.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the school has experienced turbulence in leadership and staffing which has hampered the pace of improvement. Although some aspects of provision, such as progress in reading, have improved, other areas have declined.
- Since joining the school in February of this year, the headteacher has worked tirelessly to establish a shared vision of improvement and high expectations. His commitment to ensuring the best possible provision and outcomes for pupils is increasingly shared by staff. Rates of attendance are starting to improve and work to improve the quality of the teaching of writing is having a positive impact. These improvements demonstrate leaders' capacity to improve the school further.
- The headteacher and governors have an accurate view of the school's strengths and areas for improvement. These are reflected in the school development plan, which makes it clear what needs to improve, how it will be achieved and what success will look like.
- The headteacher checks on teaching frequently and identifies precisely what needs to improve. Teachers are encouraged to reflect on their own practice. They combine this with the feedback they receive to bring about improvements. This process has had a marked impact on the quality of teaching of writing since the headteacher's arrival.
- Staff morale is high. Despite the considerable changes this year, staff overwhelmingly say they are proud to work at the school and feel well supported.
- In the past, middle and subject leaders have not had enough opportunity to check on the quality of teaching and to monitor the impact of their actions. As a result, their skills in these areas are underdeveloped. Development plans do not focus sharply enough on the intended impact of planned actions, particularly regarding pupil outcomes. Leaders are now receiving support to enable them to fulfil their roles more effectively.
- The special educational needs coordinator (SENCo) has established effective relationships with a range of professionals and external agencies who provide support and advice to the school. The proportion of pupils with SEND in the school is well above the national average. Leaders' checks on the quality of provision have not ensured that teaching always meets pupils' needs. As a result, progress over time for these pupils has not been consistently good.
- Leaders now check more carefully on the progress and attainment of individuals to ensure that they are moving forward in their learning. Teachers and leaders focus more rigorously on those pupils with lower starting points or those who have fallen behind. Where necessary, additional support is put into place. Despite improvements in writing, it is too early to assess the full impact of these actions.
- The curriculum is broad and balanced. Pupils enjoy learning about themes such as fair trade as part of their topic on chocolate. Learning is increasingly well supplemented by visits and visitors, such as the polar explorer who spoke about Arctic climates and habitats and the author who read and discussed his most recent novel. The recent visit

of the Life Education Bus helped pupils learn about healthy lifestyles and how the body works.

- Pupils' spiritual, moral, social and cultural development is supported well through assemblies, worship and lessons. Pupils are encouraged to develop their resilience and to keep going when learning becomes more challenging. They are taught to care for and respect all people regardless of their beliefs and backgrounds. Consequently, pupils have good attitudes to equality and diversity.
- Leaders have recently reviewed and adapted the way that the pupil premium funding is used to support disadvantaged pupils. There is now a greater focus on removing the barriers to learning for each individual so that they are well prepared to participate in lessons. As a result, these pupils are achieving more than they were. However, too few of the most able of them reach the higher standard in any subject at any key stage.
- The primary physical education (PE) and sport premium funding is used well to provide for and promote engagement in sports. Pupils access a range of competitions and sporting activities. They can be seen enjoying their hula-hooping and skipping on the playground following recent training. They say that playtimes are more active now.
- Parents are positive about the school. Although the proportion who responded to Parent View, Ofsted's online questionnaire, was small, several mentioned the improvements they had seen since the headteacher took up his post. They say that he is visible on the playground and approachable if they have any concerns.
- The local authority has provided effective support to the school during the recent period of turbulence in leadership. Advisers visit the school frequently to work with the new headteacher and other staff. In May 2019, the governing body appointed a new chair of governors in order to improve the quality of governance.

Governance of the school

- The governance of the school has been through a period of significant change. A very experienced chair has been appointed. He is ably supported by the new vice-chair who has been a governor at the school for several years. Governors are working closely with the local authority to ensure that they have the necessary range of experience and expertise to support the school in its drive for improvement.
- Members of the governing body now have an accurate understanding of the effectiveness of the school. Minutes of recent meetings show that governors ask pertinent and challenging questions and receive good-quality answers from the headteacher and other leaders. Governors are increasingly holding leaders to account.
- Governors are aware of how funding, such as that for disadvantaged pupils, is spent. Until recently, they did not focus on the impact of this spending on improving outcomes and attendance. Governors are aware of their safeguarding responsibilities and have procedures in place to ensure that these are being met.

Safeguarding

- The arrangements for safeguarding are effective. Procedures for checking the suitability of adults working with children meet statutory requirements.

- There is a strong culture of vigilance within the school. Staff are well trained and they know what to do if they have a concern about a pupil.
- The designated safeguarding lead and deputies ensure that concerns are dealt with robustly. Procedures are followed rigorously. Records of incidents and concerns are carefully maintained. The team takes the appropriate actions to keep pupils safe and provide families with the support that they need. Staff work effectively with external agencies and are relentless in following up on cases to ensure that pupils are kept safe.
- Pupils say they feel safe in school. They learn about road safety, online safety and anti-bullying, and so develop the skills and knowledge they need to keep themselves safe. All parents who responded to the Ofsted questionnaire and those who spoke to the inspector before school agree that the school keeps pupils safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies across classes and subjects and is not consistently good. Over time, the teaching of reading is stronger than that of writing or mathematics.
- At times, teachers do not use assessment information well enough to plan tasks that match pupils' abilities and so tasks are too hard or too easy. Teachers do not always identify pupils' emerging needs, errors and misconceptions during lessons, particularly in mathematics. Where this is the case, pupils do not make as much progress as they should.
- Teaching assistants usually provide effective support to pupils with SEND. Occasionally they help too much, for example when pupils struggle because the work that teachers set is not well matched to their needs.
- Teachers' expectations of what pupils can do are improving as a result of challenge and support from the headteacher. Pupils respond positively to the increased demands and are keen to achieve. Occasionally, teachers do not expect enough of the quality and quantity of pupils' work during lessons and some pupils do not produce their best.
- The teaching of writing is improving as a result of high-quality professional development. Teachers are increasingly confident in providing models so that pupils understand what effective writing looks like. Although in its early stages of implementation, the school's approach of 'Think it, Say it, Write it, Like it' is encouraging pupils to be more reflective and independent. Pupils now write more frequently and at greater length, using a wider range of vocabulary and sentence structure. Presentation has improved rapidly.
- In mathematics, teaching is beginning to address the gaps in pupils' knowledge, skills and understanding. Some teachers have gained in confidence following recent training, but not all have had this opportunity. Pupils are developing greater mathematical fluency as a result of regular practice. However, although pupils now have more opportunities to develop and explain their reasoning and problem solving, their skills in these areas are underdeveloped.
- The teaching of phonics is ensuring that pupils' early reading skills are built up effectively. Pupils who read to inspectors used their knowledge of sounds to tackle unfamiliar words. They reach broadly average outcomes in the phonics screening

check.

- Teachers promote reading well across the school. The school day is preceded by 'Breakfast with a Book', attended by over 30 children. The atmosphere is calm, welcoming and focused on enjoying books, magazines and each other's company. Pupils say they enjoy their reading and read every day at school. Reading records give good guidance for parents to help their child at home. Leaders have introduced a range of interventions to support those pupils who have fallen behind. As a result, progress in reading is improving across the school.
- The teaching of PE has been improved by a range of professional development opportunities. The school's work in this area has been recognised by a national award. Almost all Year 6 pupils learn to swim the required distance.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff know pupils and their families well and pupils say that staff care for them. The school's motto of 'Happy, Safe and Respectful' underpins the actions of staff and pupils.
- Pupils have good attitudes to learning. They enjoy a wide range of subjects, such as art and computing, and are keen to learn more. They enjoy their online links with a school in Romania. This helps them to understand and appreciate similarities and differences in the way that others live.
- Pupils who spoke to inspectors say they are happy and safe at school. Inspectors confirmed this as they visited classrooms, the lunchroom and the playground. Pupils have confidence in the adults to keep them safe around school.
- Pupils are given many opportunities to help around school. The school council is part of a wider group of seven local school councils, with the chair being a pupil at All Saints. The councils collaborate on ways to improve the environment and pupils benefit from the opportunity to further develop their confidence and social skills.
- Pupils who spoke to inspectors have a good understanding of what bullying is and is not. They said that bullying does not happen often. If it does happen, pupils are confident that staff will deal with it quickly and effectively.
- Attendance fell in 2017 and 2018 to well below the national average. This year, leaders have taken more robust action and attendance rates have risen. However, attendance, particularly for disadvantaged pupils, remains below the national average.

Behaviour

- The behaviour of pupils is good. They are kind and considerate to each other and to adults. In lessons and around the school, pupils behave well. They listen to the teacher and to each other. They are keen to get on with activities and work with enthusiasm and commitment. Pupils say that behaviour has improved considerably.
- A few pupils present more challenging behaviours. These are managed effectively by staff, both in lessons and during unstructured times of the day. Inspectors saw no

disruption to learning during their visit.

Outcomes for pupils

Requires improvement

- Standards at the end of key stage 2 improved in 2017 following the previous inspection but then fell in 2018, particularly in writing. The proportion of pupils who achieved the expected standard in reading, writing and mathematics was significantly below the national average. Progress in reading and mathematics was broadly average but was well below that of other pupils nationally in writing.
- At the end of key stage 1, standards in reading and mathematics were broadly average in 2018 but were below the national average in writing.
- The school's information on pupils' attainment and work in books show that pupils are now making better progress, particularly in writing. More are reaching the expected standard in each year group than was previously the case. Weak teaching in the past has meant that some pupils fell behind. Despite recent improvements in the quality of teaching, more needs to be done to enable pupils to catch up to where they should be so that they leave school with the skills to succeed in the next stage of their education.
- In 2018, attainment and progress for disadvantaged pupils at the end of Year 6 were very low. As a result of improvements in the quality of support provided to the current Year 6 pupils, they have made better progress. School assessment information indicates that they are likely to reach the expected standard in similar proportions to the national average for all pupils in 2018. However, the proportion of disadvantaged pupils who are the most able and who reach the higher standards at the end of key stages 1 and 2 is not high enough.
- The proportion of pupils who achieved the required standard in the phonics screening check was just above the national average in 2018 and 2017 due to effective teaching. School assessment information indicates that this standard will be maintained this year.
- Pupils with SEND make steady progress. Some do not make the accelerated progress of which they are capable because teaching does not fully meet their needs.

Early years provision

Requires improvement

- Leaders have an increasingly accurate view of the strengths and weaknesses of the provision. Recent professional development from the local authority has supported adults in the setting with identifying some key areas for improvement. This work is recent but is already having a positive impact on children's progress.
- Children join Reception with skills and knowledge broadly below those typical for their age. The proportion who attain a good level of development at the end of the Reception Year has declined over the past two years and has been too low. Too many children have not been well prepared for Year 1 as a result.
- Higher expectations and changes to the provision this year have ensured that children have made stronger progress and the proportion achieving a good level of development is set to increase. Disadvantaged children are achieving well as a result of focused support.

- Records of children’s learning show that teaching does not challenge the most able children well enough. Too few children over time exceed the early learning goals in literacy and numeracy by the time they leave Reception.
- Children are inquisitive and sociable. They welcomed the inspection team to their classroom and confidently discussed their butterflies and the recently hatched chicks. Watching the chicks hatch and grow has made an excellent contribution to children’s spiritual and social development.
- Staff know the children well and relationships are positive. Children settle quickly to their learning. They listen to adults’ instructions and to each other. In the indoor environment, teachers plan a range of interesting activities to help children develop their learning and play together cooperatively. During the inspection, children were fascinated by the collection of mini-beasts and confidently discussed the features of the different creatures they saw.
- Leaders involve parents in their children’s education through online resources and opportunities to visit their children’s classroom. The well-set-out reading records give parents advice on how they can help with their child’s reading at home.
- Phonics is taught well and children develop a good understanding of the sounds that letters make. They are keen to read and are making increasingly good progress with their early reading skills.
- Children engage well with the broad range of activities to develop their early writing skills. They pick up a pencil with confidence. Many, however, lack the necessary fine motor skills and practice to form their letters and numbers consistently well. Writing activities are not sufficiently well planned to consolidate and deepen children’s skills.
- The outdoor area is a focus for development for leaders. Recent additions include resource sheds to support opportunities for independent writing and mathematics in the outdoor environment. It is too early to see the impact of these developments.
- Children are confident in exploring activities indoors and outside, demonstrating that they feel safe. Staff follow and know the safeguarding procedures and policies applicable to the whole school well.

School details

Unique reference number	120123
Local authority	Leicestershire
Inspection number	10087353

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Gavin Brown
Headteacher	Andy Mawdsley
Telephone number	01530 832608
Website	www.allsaints-coalville.leics.sch.uk
Email address	office@allsaints-coalville.leics.sch.uk
Date of previous inspection	9–10 February 2017

Information about this school

- All Saints is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is above that seen nationally.
- The large majority of pupils are White British.
- The proportion of pupils who receive support for SEND, including those with an education, health and care plan, is well above the national average.
- The current headteacher joined the school in February 2019.

Information about this inspection

- The inspectors observed pupils' learning throughout the school. Some observations were carried out jointly with the headteacher.
- The inspectors heard pupils in Years 1, 2 and 6 read. Together with the headteacher, the inspectors looked at pupils' work in their English and mathematics books.
- Meetings were held with the headteacher, other leaders, the chair and vice-chair of the local governing body and two representatives from the local authority. The lead inspector also spoke with a school improvement consultant by telephone.
- The inspectors scrutinised a range of documents, including minutes of a range of meetings, assessment information, records of the school's monitoring activities, the school's self-evaluation of its effectiveness, improvement plans, and behaviour, attendance and safeguarding records.
- The inspectors spoke with several groups of pupils and observed them at breaktimes and lunchtimes.
- The 22 responses to Ofsted's online questionnaire, Parent View, were considered. The inspectors took into account text comments provided by parents through Parent View and an inspector spoke with parents on the playground before the school day started.

Inspection team

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
Nina Bee	Ofsted Inspector

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