

All Saints Church of England Primary School

Inspection report

Unique reference number	120206
Local authority	Leicestershire
Inspection number	379979
Inspection dates	25–26 April 2012
Lead inspector	Ian Jones

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Joanne Collison
Headteacher	Jennifer Marshall
Date of previous school inspection	11 June 2009
School address	Long Street Wigston LE18 2AH
Telephone number	0116 2880013
Fax number	0116 2570446
Email address	office@allsaintscofe.leics.sch.uk

Age group	4–10
Inspection date(s)	25–26 April 2012
Inspection number	379979



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Ian Jones

Additional Inspector

Derek Gardiner

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons taught by eight teachers. They listened to pupils read, spoke with them about their learning and looked at the work in their books. Meetings were held with members of the governing body and staff. The inspectors took account of the views of parents and carers in planning the inspection, and observed the school's work. They looked at the school improvement plan, assessment and tracking records and documents relating to the school's evaluation of its work, attendance and the safeguarding of pupils. Questionnaires returned by 47 parents and carers were analysed, as well as those returned by pupils and staff.

Information about the school

This is an average-sized primary school of eight classes, half of which contain pupils of more than one age group. Pupils transfer to secondary education at the end of Year 5. Most of the pupils are White British. The proportion from minority ethnic backgrounds is below average, with very few learning English as an additional language. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus and with a statement, is average. The proportion of pupils known to be eligible for free school meals is well above average. The headteacher joined the school in May 2011, after 18 months during which the school was led by two temporary headteachers.

A pre-school group, which is managed by the governing body, operates each morning and afternoon. The childcare provision was inspected as part of this inspection. A Sure Start children's centre operates on the school premises, but it is not managed by the governing body. The provision is inspected separately.

The school has achieved Healthy School status and the Activemark for sport.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. The school is not good overall because not all of the pupils capable of reaching higher levels of attainment do so. Pupils' progress is not consistently good because teaching is satisfactory. It has a secure basis on which to continue to improve, but some inconsistencies in teaching prevent the school from accelerating as rapidly as it could. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement of different groups of pupils, including disabled pupils and those with special educational needs, is satisfactory. Children achieve well in the registered childcare setting. Pupils' reach broadly-average standards and there are clear signs that progress in English and mathematics is improving. However, while an increasing number of pupils are on track to reach the expected level, too few reach the higher levels of attainment, particularly in writing and mathematics.
- Teaching is satisfactory. Although good in some lessons and at pre-school, it is inconsistent. The pace of learning in writing and mathematics sometimes lacks urgency and not enough is expected of the more able. Marking is not used effectively to support learning and engage pupils.
- Pupils behave well, work hard and say they feel safe. They have positive attitudes to learning, show perseverance and can think and learn for themselves. Attendance has improved rapidly and is average.
- The headteacher is having a significant impact on the school. Teaching has improved, notably in writing, accelerating progress, particularly for older girls. However, good practice could be shared more effectively. Effective working with relevant agencies and families has significantly improved attendance. The pupil tracking system provides useful information on their performance, but this is not used well to inform teaching. The governing body is ambitious for

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

success and recognises that it needs to hold the school more rigorously to account.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise their attainment further, particularly in English and mathematics, by:
 - developing the effectiveness of the pupil progress tracking system to better inform lesson planning to ensure work is effectively matched to pupils' capabilities
 - improving the quality and consistency of marking to engage and guide pupils in their learning
 - securing more challenging teaching to increase the proportion of pupils reaching the higher levels of attainment in English and mathematics, and ensure all aspects of science are studied in sufficient depth
 - ensuring that the pace and urgency of learning is consistently good and expectations as to what pupils can achieve are high, particularly for the more able
 - ensuring pupils use and apply their writing skills across all subjects
- Increase the impact of leadership and management by:
 - increasing the opportunities to share the good teaching practice that exists within the school
 - strengthen procedures to check that new systems and policies are consistently implemented across the school
 - strengthening the effectiveness of the governing body in monitoring school development.

Main report

Achievement of pupils

Achievement is satisfactory, primarily because teaching is satisfactory. Most children attend the pre-school setting where they progress well from attainment well-below national expectations. Children make satisfactory progress in the Reception class, and the proportion of children reaching the expected levels has recently increased. However, attainment remains below average, especially in skills of communication, language and literacy and in social skills. Pupils in Years 1 to 5, including disabled pupils and those with special educational needs, make satisfactory progress. In some lessons progress is good, but there are inconsistencies in the quality of teaching between subjects and classes. In particular, there is a tendency for more-able pupils to not be challenged well enough. While improving, attainment in reading at Key Stage 1 remains below average. By the time pupils leave the school, attainment in

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

reading, writing and mathematics is broadly average. Although pupils learn to read appropriately, progress between different groups fluctuates over time because teaching in the past has not always been effective in supporting those falling behind. Pupils generally use an appropriate knowledge of letters and sounds (phonics) to read unfamiliar words, however, some lack the confidence or ability to use this knowledge to read fluently.

The progress of pupils in Key Stage 2 has fluctuated in recent years and is satisfactory overall. Assessments for pupils in Year 5 in 2011 showed some good progress for boys in reading and writing, although progress for girls was weaker, especially in writing. Assessments for the current Year 5 pupils show that the performance of girls in writing has now improved. However, the progress of more-able pupils, while broadly satisfactory, is not rapid enough to make sure all of those capable of reaching higher levels of attainment in English and mathematics do so by the time they leave. In some lessons, for example, tasks were not matched closely enough to what pupils need to learn next.

The pupils' work in a range of subjects is satisfactory, although some aspects of science are not always studied to the depth expected of more-able pupils. In addition, opportunities for pupils to use and apply their writing skills across other subjects are not fully exploited. Work in art and music contributes well to pupils' cultural development.

The childcare provision is located in the main school building and provides a good start to children's learning.

Quality of teaching

Almost all parents and carers believe that teaching is good at the school. Inspectors judge teaching as satisfactory overall but it is good in the pre-school setting. While there are examples of good teaching across the school, provision is inconsistent and not strong enough to ensure that pupils make consistently good progress over time. Teaching promotes a positive climate for learning and lessons are frequently calm and underpinned by an appropriate curriculum for all subjects. Pupils have confidence in their teachers and respond well to the tasks set. Teachers have an appropriate understanding of how English and mathematics should be taught. However, the quality of lesson planning varies; at times there is insufficient detail identifying what more-able pupils are expected to learn and the criteria by which their success will be judged. Teaching assistants make an appropriate contribution to learning across the school. While the school has a comprehensive tracking system that monitors pupils' progress, lesson planning does not take this information into account sufficiently well. Consequently, expectations, levels of challenge and depth of learning are not always clear.

In the best lessons, for example in a mathematics lesson in Year 4, the work is well matched to pupils' differing needs. This meant that pupils of all abilities, including disabled pupils and those with special educational needs, were able to make rapid

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

progress in their understanding of number. The pitch of work is not always of this quality because teachers' expectations are not always appropriate. For example, there are times when more-able pupils are expected to do the same work as others, which results in a slowing of progress. Teachers usually use questioning well to check on pupils' understanding and extend their thinking, but the use of good questioning techniques is inconsistent. The planned curriculum promotes pupils' spiritual, moral, social and cultural development satisfactorily. Consequently, most pupils understand and follow the school's clear moral code, which contributes to their learning. Pupils gain an increasing awareness of their own cultures, although steps taken to promote multi-cultural awareness are less well developed.

Marking is inconsistent. While work is usually marked, too frequently comments reward effort or presentation and do not offer sufficient guidance as to how to improve. When such support is offered, pupils are not sufficiently encouraged to respond.

Children use the varied indoor and outdoor spaces and resources well to learn through exploration in the childcare setting, and there is a good balance between adult-directed and child-initiated activities. The staff provide good one-to-one and group support so that children complete tasks effectively and achieve well. Some children talk and listen to others well, although others have low levels of communication and language skills. Adults model language well, and this helps to encourage speaking and listening skills and helps children make good progress in this regard.

Behaviour and safety of pupils

Pupils' behaviour is good in lessons and around the school. Records show that behaviour is good over time. Almost all parents and carers who responded to the questionnaire consider that behaviour is good and that their children feel safe. Pupils think behaviour is good too. Pupils are polite and friendly to peers and visitors alike. Their good behaviour in lessons ensures that learning is not disrupted; they have positive attitudes towards school, enjoy taking responsibility to help the school run smoothly. Behaviour for learning is good and the positive attitudes displayed by pupils are an important factor in their improving learning and progress. This enjoyment of learning is evident in all year groups and relationships are positive. Boys and girls from different backgrounds mix well together. Children in Reception and the pre-school setting learn to take turns and share and, across the school, pupils work well together in groups. Pupils with special educational needs are fully included by staff and other pupils.

School monitoring shows that records show that incidents of harassment, racism or bullying are rare. This is confirmed by pupils, who report that they are very confident that, should any form of bullying arise, it will be dealt with quickly and efficiently by staff. Pupils understand that bullying can take different forms and know what to do, for example, to stay safe while using the internet. Their good levels of enjoyment of school are reflected in an improved attendance rate that is now in line with the

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

national average. Pupils enjoy taking responsibility, for example as school councillors, and are proud of their role in improving playtimes and raising funds for charitable causes

Leadership and management

Following a period of instability, a new headteacher was appointed in May 2011. Staff report their appreciation of the clear sense of purpose and direction brought by the headteacher, who rightly enjoys the full confidence of parents, carers and their children. Work to improve teaching and learning, such as support to accelerate writing for girls, is having a positive impact on standards. Consequently, pupils' progress is now satisfactory after a period when some underachieved. Attainment is rising and the rate of progress made by pupils through the school is quickening. Effective intervention methods have improved attendance. A new system introduced this year ensures that teachers are held to account for pupils' performance and they agree areas for improvement with the headteacher. These are clear, helpful and backed up by extra training when appropriate, to improve teachers' skills, but the system is not yet sufficiently embedded to ensure that the necessary improvement is secured.

A new pupil tracking system was introduced this academic year and provides a clear picture of how individuals and groups of pupils are performing. However, this information is not used as well as it might be by teachers to inform their lesson planning or by subject leaders to glean an accurate view of performance. Senior leaders monitor lessons effectively. This is resulting in helpful guidance given to teachers which is quickening the pace of progress. Self-evaluation procedures are accurate and clearly identify where improvements are needed. As a result, plans have been implemented which are beginning to result in improvement. Recent improvements and clarity about what more should be done shows that the school has a clear capacity for further improvement.

The governing body is ambitious for the success of the school. It is determined to further improve its effectiveness through training in monitoring school performance and is becoming increasingly well informed to make key strategic decisions. All safeguarding requirements are met and robust steps are taken to ensure the suitability of adults to work with children. Pupils' enjoyment of school is supported by an appropriately broad and balanced curriculum. While this promotes the development of pupils' basic skills satisfactorily, there are too few opportunities for them to write at length in other subjects. The school takes appropriate steps to engage with parents and carers. Most are supportive of their children's education and welfare and have played their part in improving attendance. They attend parents' evenings and let the school know when they are concerned, but many are reluctant to be more widely involved. Few parents and carers chose to return inspection questionnaires.

Pupils' personal development, including their spiritual, moral, social and cultural development, is promoted appropriately and has been successful in encouraging

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

pupils' positive attitudes to learning. Equality of opportunity is promoted satisfactorily overall, although less successful in lessons where work for some pupils is too easy. The improvements brought about this year to improve progress and raise attendance are helping to narrow gaps in pupil performance. The school successfully tackles discrimination, in a way that promotes tolerance and harmony.

The childcare setting is led and managed well and provides a secure environment for the children. Self-evaluation is secure and risk assessments ensure that the children learn and play in a hygienic and safe environment. There are good links with families and with the Reception class staff.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 April 2012

Dear Pupils

Inspection of All Saints Church of England Primary School, Wigston, LE18 2AH.

Thank you for being so friendly and helpful when we inspected your school recently. Thank you also to those of you who completed questionnaires and met with us to say what you thought about the school. We enjoyed hearing what you had to say and observing you learn. Your school provides you with a satisfactory education. That means there are some things that it does well and some things that could improve. We were pleased to see that you behave well and are friendly towards each other. Your learning is improving because teachers are giving you more good lessons and you are keen and interested to learn. Well done! We were also pleased that your parents and carers have helped to improve attendance, and it is now similar to the attendance found in most schools. Please keep coming to school every day, because that is the best way to learn.

Even though your learning is improving, there are some ways that it needs to improve even more. Your headteacher and staff have been working together to try to improve lessons. Please help them by working hard, listening carefully and giving your best answers to their questions. We want teachers to ensure that work is really challenging, teachers' expectations are consistently high and activities are closely matched to your ability. We also want marking to give you a better idea of what you need to do to improve. You can help by working hard and by reading the marking comments teachers write in your books and showing you have understood in your work.

We have also asked the senior teachers and governors to keep a careful eye on the school's development and performance; properly checking if things are being done the way that leaders want, and that good practice is shared widely, in order that the school continues to improve.

Yours sincerely

Ian Jones
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 **0300 123 4234, or email enquiries@ofsted.gov.uk.**