

All Saints Church of England Primary School

Long Street, Wigston, LE18 2AH

Inspection dates 11–12 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' writing skills, especially those of the boys, and their reading and spelling skills are not yet as good as they should be.
- Although improving, teaching and learning are not yet good enough to support good progress. In some lessons, teachers do not check carefully enough to make sure pupils understand the work.
- Teachers do not always insist that pupils improve their work once it has been marked.
- Sometimes, pupils do not concentrate as well as they should, or take enough pride in the presentation of their work.
- Teaching assistants are not always used effectively to support pupils' learning.
- While pupils are kept safe, not all parents are happy with how bullying is managed.
- Leaders' view of the quality of some teaching is over-generous and the recently revised system to record and check on the progress made by pupils is not yet fully effective.
- Although improving this year, attendance is still below average.
- Governors do not have sufficiently detailed information about how well pupils are doing, or how additional funding is used to help pupils make better progress.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage.
- The headteacher and other leaders are aware of where further improvements need to be made. Their detailed plans have led to pupils improving the quality of their work.
- Pupils in Year 1 achieved above-average results in the 2013 phonics check (how well they are able to link letters and sounds).
- Year 2 test results have improved over the last three years. Pupils' progress in mathematics is often good.

Information about this inspection

- Inspectors observed 15 lessons, or part lessons. All teachers present during the inspection were observed teaching. Staff were asked about how effectively they had been trained and how they felt about the way that their performance was managed. Three of the lessons seen were observed jointly with the headteacher.
- The inspectors talked with pupils, looked at samples of their work and listened to some of them read.
- Meetings were held with teachers, the Chair and Vice Chair of the Governing Body, the headteacher, and other senior leaders. A meeting was held with a consultant, commissioned by the local authority, to discuss the extent and impact of support provided to the school.
- The inspectors took account of the 30 responses to the online questionnaire, Parent View, the views of 14 parents who spoke with them during the inspection, and 18 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at relevant documents, including minutes of governing body meetings, the school's checks on how well it is doing, the school's development plan, planning documents, monitoring and assessment information, school policies, and records relating to attendance, behaviour and safety.

Inspection team

David Bray, Lead inspector

Additional Inspector

Isobel Randall

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Pupils leave at the end of Year 5 to go on to secondary education.
- The vast majority of pupils are White British and speak English as their first language.
- About half of the pupils are known to be eligible for the pupil premium, which is well above average. This provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus, or with a statement of special educational needs is also above average.
- An above-average proportion of pupils join part-way through their primary school education.
- The school does not include Year 6 pupils, so it is not measured against the government's floor standards for attainment and progress by the end of Key Stage 2.
- The governors are responsible for the management of All Saints pre-school. This was inspected under separate arrangements in March 2013 and found to be good.
- Arrangements are made to provide separate or specific education for some pupils who have particular behaviour problems, or are finding it difficult to cope during morning sessions, at Oakfield Short Stay School.

What does the school need to do to improve further?

- Improve teaching in order to raise pupils' achievement, particularly in reading and writing, by ensuring that:
 - teaching assistants are used effectively, and have sufficient skills, to support pupils' learning
 - teachers check pupils' understanding carefully during lessons, and use the resulting information to adjust work as effectively as possible
 - teachers insist that pupils improve their work in response the feedback they have given and encourage them to take more care over their presentation and spelling.
- Improve behaviour and safety by:
 - ensuring that attendance continues to improve and fewer pupils are regularly absent
 - working closely with parents to ensure they all understand and have confidence in the school's arrangements to tackle poor behaviour and bullying.
- Improve leadership and management by ensuring that:
 - the new system for recording pupils' attainment and progress provides clear information for all staff and governors
 - leaders check the quality of teaching accurately, taking full account of the progress made by pupils.

An external review of governance, including the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils have achieved below-average results in tests at the end of Year 2 but have improved in each of the last three years. The school's own assessments show that not enough pupils have made good progress from their different starting points during Years 3, 4 and 5, although they are now doing better.
- In Key Stage 2, progress varies and requires improvement. Progress in Year 4 in particular was not fast enough last year. Some weaknesses in teaching have since been tackled, and many pupils have recently started to make better progress.
- Pupils' reading and writing skills are weaker than their skills in mathematics. The school has identified tackling this as a priority and has used a wide range of resources to encourage better literacy skills, especially in spelling. This is leading to improvement, but spelling, presentation skills and boys' writing skills are not yet of a high enough standard across the school. Some pupils are not taking enough care with the presentation of their work and do not have enough pride in what they are doing. The school has identified this as a priority.
- In 2013, the proportion of pupils reaching the expected standard in phonics was above average and followed an improvement in 2012.
- Most pupils can remember multiplication tables and apply these correctly to everyday calculations. They solve problems involving shapes and measures and most tackle these confidently and correctly.
- The many pupils supported by the pupil premium achieve similarly to other groups in reading, writing and mathematics. The school has developed a detailed plan for helping eligible pupils to do better. School data show that, in some year groups, they are making better progress this year.
- In Years 1 and 2, many pupils make good progress. Progress in mathematics is stronger than in reading and writing. Children make the best progress in the Early Years Foundation Stage, where it is consistently good.
- The progress of disabled pupils and those with special educational needs matches that of other pupils, as does the progress of those pupils receiving extra attention, including at the Oakfield Short Stay School. Pupils who join part-way through their primary education are provided with support that enables them to settle quickly into school and make similar progress to their classmates.

The quality of teaching

requires improvement

- The quality of teaching is improving, but not yet quickly enough to support good achievement.
- A key remaining weakness is that teachers do not always check sufficiently closely what pupils know and understand during lessons. Even though work is initially adapted well for different ability groups, teachers do not make sure pupils understand what they are learning about. As a result, they are not in a position to resolve misunderstandings quickly or make the activities more challenging, if pupils find them too easy.

- Teachers mark pupils' written work regularly and often give clear guidance on how to improve it. However, they do not routinely follow this up to make sure pupils use this information to learn from their mistakes.
- Some pupils' presentation and spelling are not good enough. Teachers are not doing enough to make sure pupils improve these aspects of their work.
- Some teachers and teaching assistants plan and work well together, so that pupils' learning experiences are interesting and demanding. This is not always the case and, where the work of the teaching assistant is not planned well enough, or the teaching assistant lacks sufficient skills or experience, pupils make less progress.
- The school promotes some aspects of reading well. Pupils are expected to read regularly. Recently, an author visited the school to provide information on how he worked and to encourage the pupils, especially boys, to read. Nevertheless, too many pupils are not reading widely and often and have not developed a strong interest in reading.
- Teachers have received effective support to help them improve their teaching of mathematics, and this has led to many pupils making good progress.
- Teaching in the Reception classes is typically good or better. Effective use is made of indoor and outdoor learning activities and a good range of stimulating resources to promote children's key skills, such as literacy and numeracy.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. The school has worked effectively to ensure that its expectations for behaviour are clear. The great majority of pupils are friendly and polite. Their behaviour around the school during the inspection was typically good. However, in some lessons, they do not maintain their concentration well enough, do not take sufficient pride in their work and do not persevere in their learning.
- School records and conversations with parents, pupils and staff show that a small group of pupils find it difficult to behave well. Most feel that potentially disruptive behaviour is managed well by staff. For example, a few pupils who found it difficult to behave appropriately at lunch time have been skilfully encouraged to behave better.
- Parents have mixed views about behaviour. A significant group who completed Parent View said that it is not good enough. This was also the view of some of the parents who spoke to inspectors before school. Others who completed Parent View, or spoke directly to inspectors had a more positive view and think that behaviour is good. Staff feel that poor behaviour is dealt with well. The school is aware of the concerns of some parents and has introduced ways to develop more positive relationships with them, such as the employment of family link workers. Despite this not all parents feel that behaviour is good.
- Attendance is below average. During the previous year it was well below average. Most pupils say they enjoy coming to school. A well-developed system for rewarding good attendance and following up persistent absence has led to better attendance and punctuality this year, but some pupils still do not attend regularly enough.
- The school's work to keep pupils safe and secure requires improvement. Some parents do not

feel that the way the school deals with incidents is successful. The school's detailed records show that bullying and racist incidents are infrequent. Most pupils say they feel safe in school. Inspectors did not see anything during the inspection that caused them concern.

- Pupils are aware of the need to keep safe, for example on the road and when using the internet. The school has engaged with parents to ask for their support in ensuring that previous issues relating to pupils accessing social networking sites outside school do not happen again.
- The school does not tolerate discrimination. Visits are arranged to a range of sites that encourage an understanding of different faiths and cultures. The school takes the use of racist language very seriously and has thorough systems for recording and tackling any incidents that come to its attention.

The leadership and management requires improvement

- Although leaders have improved some aspects of the school over the last three years, they have not done enough to ensure that teaching is good or that pupils make the progress they are capable of, particularly in reading and writing.
- Appropriate management of teachers' performance has eliminated inadequate teaching. However, it has not yet gone far enough in raising the overall quality. Some school evaluations, indicate more good and outstanding teaching than was evident from the work seen in pupils' books and lessons.
- The school collects detailed information on pupils' progress. Leaders, rightly, identified that the previous system did not always give them the information they needed in a format that was easy to use for all staff. They are in the process of changing to a new system for recording this information.
- The headteacher has ensured that all staff are clear about the key areas that need to be improved. Leaders have demonstrated they have the capacity to improve the school. Plans for improvement are detailed and they are checked regularly. This has led to pupils doing better each year in Year 2 tests and the Year 1 phonics checks. The current arrangements for attendance are leading to improvement.
- The local authority has funded an external consultant to monitor the progress of the school. Little other direct support has been provided, and as a result the local authority has had only a limited impact on helping the school to improve.
- The school provides well for pupils' spiritual, moral, social and cultural development through its regular assemblies, encouraging pupils to work together in lessons and through learning about different cultures. Pupils visit various sites to learn about a variety of faiths and have a link with a school in Africa. Pupils are regularly involved in raising funds for good causes.
- Good leadership of the Early Years Foundation Stage helps children make good progress. Subject leaders have well-developed plans that are leading to improvements in literacy and numeracy. They value the training they have been given to improve their skills and this has led to pupils making better progress.
- Equality of opportunity is promoted appropriately across the school. Leaders evaluate pupils' progress to ensure that all groups achieve as well as each other, as seen in their work to improve boys' writing. The school works with outside agencies and this helps pupils whose

circumstances may make them vulnerable.

■ **The governance of the school:**

- Governors have sought training to improve their effectiveness. They are aware of the strengths and weaknesses of the school and support its leaders. However, they have not always held leaders to account and have not had sufficiently detailed information about pupils' progress. They know that sports funding is being used to train staff and introduce a range of opportunities for pupils to participate in sports activities, but are not yet aware of the impact on their participation in activities. They understand the focus of pupil premium funding and how it is spent, but do not ask detailed questions about how this is leading to better progress for this group of pupils. They make sure the school's arrangements for safeguarding pupils meet national requirements. They are starting to be involved in decisions regarding teachers' pay and have managed the school's finances effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120206
Local authority	Leicestershire
Inspection number	430706

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Joanne Collison
Headteacher	Jennifer Marshall
Date of previous school inspection	25 April 2012
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