

All Saints Church of England Primary School

Long Street, Wigston, Leicestershire LE18 2AH

Inspection dates 10–11 February 2016

Overall effectiveness **Good**

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher's strong leadership has been the key factor behind the marked improvements made since the previous inspection. Clear priorities are supported well by effective training and appropriate expertise.
- Governors know the school well. They are highly active, well informed and ambitious for the school's ongoing improvement.
- Teaching is good. Teachers plan lessons that motivate and engage pupils well. There are good, trusting relationships between pupils and staff.
- Pupils' achievement is good. All year groups and all groups of pupils are currently making good progress from their individual starting points. Outcomes for pupils are now good and have improved since the last inspection.
- Pupils' behaviour is good in lessons, around the school and in the playground. They feel safe and well looked after in school.
- Pupils have good attitudes to learning, clearly enjoy their work and have a strong desire to succeed.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are thoughtful and reflective. They listen respectfully to the views of others and express their own views with confidence.
- Children get a good start to school in the early years. They make good progress and are ready for continuing their learning in Year 1.

It is not yet an outstanding school because

- Teaching is not yet outstanding because there are inconsistencies in the emphasis given to spelling, punctuation, handwriting and grammar when teachers are marking pupils' work.
- Foundation subject leaders do not yet have sufficient impact on improving the quality of teaching and learning.
- Children need more opportunities to develop their writing in the early years.

Full report

What does the school need to do to improve further?

- Develop the role of foundation subject leaders so they can be more accountable for improving and monitoring the quality of teaching and learning within their subject areas.
- Improve teaching and accelerate achievement by ensuring more consistency in feedback to pupils on how to improve their skills in spelling, punctuation and handwriting.
- Provide pupils in the Reception class with more opportunities to develop their writing.

Inspection judgements

Effectiveness of leadership and management is good

- The school has successfully addressed the areas for improvement identified in the previous inspection. The headteacher's expectations of staff are clear, well communicated and well understood. All planned improvements reflect the most important priorities. New ideas are encouraged and supported by appropriate expertise and resources.
- Leaders and managers ensure that pupils' progress is closely tracked. Regular checks on pupils' progress ensure that senior leaders and staff quickly identify pupils who are not doing as well as they should. Additional support is put in place to help these pupils to make better progress. As a result, different groups of pupils, including those with special educational needs and disadvantaged pupils, make good progress.
- Foundation subject leaders regularly review the curriculum planning in their subject areas. However, they need to develop their leadership roles further so they can be more accountable for improving and monitoring the quality of teaching and learning within their subject areas.
- Teachers' pay progression is linked rigorously to their performance, measured closely against the national teachers' standards.
- Staff promote pupils' spiritual, moral, social and cultural development effectively. The daily collective worship, religious education teaching and Christian values ensure that pupils are taught to respect and be tolerant of other faiths and cultures. British values are carefully promoted through, for example, pupils' involvement in the democratic process of electing the 'Year 5 headteacher for the day' and voting for house captains. Pupils learn about the importance of remembrance through events such as Armistice Day and the anniversary of the Lancaster bomber that crashed on the school field.
- Pupils have an equal opportunity to learn and develop well, whatever their background or ability. Leaders ensure that additional funding to support disadvantaged pupils is correctly targeted to increase progress and close any achievement gaps with other pupils at the earliest opportunity.
- The curriculum is well balanced and promotes pupils' progress very successfully by providing them with exciting and engaging activities and challenges. It is enhanced by visitors to the school and visits to places of interests, such as to the sea life centre and to Leicester Cathedral to see King Richard's new burial place. Older pupils have the opportunity to stay at an outdoor activity centre and younger pupils enhance their learning with a range of outdoor 'forest school' activities.
- Additional funding for the development of sport has been used well to increase the range of sports available in lessons and after school. Pupils are highly enthusiastic about gymnastics, dance and cheerleading. Participation in lessons and extra-curricular clubs is high. Pupils talk enthusiastically about the effect sport has on their understanding of leading a healthy lifestyle. The funding has also been used to train teachers in teaching aspects of physical education where they were less confident.
- Staff and pupils work together to stop all forms of discriminatory behaviour and prejudice. Staff have received training in the government's 'Prevent' duty and show a good level of awareness and knowledge about protecting pupils from the dangers of extremism.
- The local authority has supported the school well in its drive to improve. It maintains close links with the school, providing useful support and advice for the headteacher, other staff and governors.
- **The governance of the school**
 - Members of the governing body have a wide range of expertise and are highly committed to the school. Governors question leaders carefully, holding them to account for pupils' achievement and making sure that any pupils whose circumstances may make them vulnerable receive swift support. They know how well the school is doing and how it compares with other schools through detailed reports from the headteacher and their own first-hand evidence.
 - Governors regularly spend time in school, and as a result of this they have a secure understanding of the quality of teaching, learning and assessment in the school, as well as standards of behaviour, welfare and personal development. They understand clearly how the performance of teachers is managed, which is linked directly to pay, and seek assurance that any underperformance is tackled.
 - Governors check that additional funds, including those for disadvantaged pupils, are used effectively. They ensure that statutory regulations for safeguarding are fully met.
- The arrangements for safeguarding are effective. Leaders place significant emphasis on ensuring that pupils are safe and that the school is a safe place to be. Policies, documentation and risk assessments are

thorough, timely and accurate. Staff are vigilant and pupils feel very secure and well cared for. The school, with the help of the trained family-link workers, cultivates good partnerships with parents, external agencies and the local community, and these help the school to support 'hard to reach' families and make significant contributions to pupils' well-being.

Quality of teaching, learning and assessment is good

- Observation of lessons, along with a scrutiny of pupils' work, improved outcomes and current assessment information, shows that teaching is now typically good across the school. Lessons are carefully planned to interest and engage pupils and build on previous learning, which means they learn well. Teachers are skilled in identifying when pupils begin to fall behind or have not grasped a concept, using this assessment to plan additional support, or change or modify next steps in learning.
- The relationships between staff and pupils is warm, caring and rooted in respect. Pupils work well together in class to discuss their ideas and to challenge each other. Those pupils who need additional support know that staff will support them and direct them without telling them the answer, and this is enabling them to make good progress.
- Teachers make sure pupils learn basic number facts securely, so that they can use them quickly to solve mathematical problems. In addition they have opportunities to develop logic and reasoning skills to broaden their understanding of mathematics in different contexts and in practical real-life situations.
- Reading is taught well so that pupils enjoy books and learn how to read confidently. Effective phonics teaching (letters and the sounds that they make) ensures that they secure the key skills they need to read and write successfully from an early age. Teachers provide good opportunities for pupils to practise saying and writing their letters. They incorporate good-quality books into everyday classroom life and pupils also enjoy using the 'book bus' at breaktimes and taking part in the annual school book challenge. Weekly reading comprehensions ensure higher reading skills of inference and prediction are well developed. Older pupils are keen to talk about their love of reading and name a number of their favourite authors.
- The recently introduced cursive handwriting scheme is taught effectively across the school and has had a positive impact on the presentation of pupils' written work. Pupils from an early age are taught correct pencil grip and how to form their letters accurately.
- Leaders have introduced a structured programme to support the teaching of writing, focusing on a combination of grammar, punctuation and spelling, which has raised standards across the school. Pupils have many opportunities to write across the curriculum, so they are able to practise their skills more often and write for different purposes. Teachers promote the use of specific language in different subjects and adventurous vocabulary, and pupils are encouraged to use these in their written work.
- Science is well taught across all year groups with a good range of subject coverage and appropriate opportunities for practical experiments. No opportunities are missed for pupils to practise their mathematics and literacy skills through science. They are taught to record investigations using the correct format and technical vocabulary.
- Adults use well-developed questioning skills to draw out key learning points and to check for understanding. During whole-class and paired discussions pupils demonstrate good social skills by listening carefully to each other and showing respect for each other's views and opinions.
- Teaching assistants and teachers work closely together to ensure that timely and constructive advice and support is given to pupils, including those who have special educational needs or who are disabled. The quality of support is high, whether adults are working with a group or an individual pupil. This results in deepening pupils' understanding and good academic progress, as well as strong emotional and social development. The role and impact of teaching assistants in All Saints is a strength of the school.
- Most teachers follow the school's marking and feedback policy well. They mark pupils' work regularly and they often give sound advice on how to improve it, which pupils respond to. However, not enough emphasis is placed on correcting errors in grammar, spelling and punctuation, with the result that common errors are repeated.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff know the pupils well and so any specific care and welfare needs are well met in classes and in the playground.
- Pupils enjoy school and are proud to attend All Saints. They thrive in a happy, caring environment. One pupil summed up this view when she stated, 'I love this school; I love doing homework. This school is just perfect.' Staff are committed to ensuring that all pupils not only receive a high-quality education, but also benefit from strong care, guidance and support.
- Pupils say they feel safe in school and the vast majority of parents who responded to the online questionnaire and who spoke to the inspectors agree that their children feel safe and are happy at school. Pupils have a good understanding of how they can keep themselves safe. For example, they have a good awareness of risks when using the internet. The e-safety drama production pupils attended during the inspection supported this knowledge.
- Pupils have a good awareness of different kinds of bullying and have recently completed work on a whole school anti-bullying charter. They say that bullying is rare at All Saints Primary and are confident that adults will help them to sort out any problems if needed.
- Pupils are respectful of different opinions and learn strategies which help them to resolve conflicts. Their work in personal, social and health education lessons, religious education and the daily collective worship helps them develop a strong awareness of right and wrong.

Behaviour

- The behaviour of pupils is good. They know the school rules about behaviour and that their behaviour affects how they learn. Their good behaviour reflects the friendly but purposeful atmosphere in the school.
- Pupils move calmly around the school and are thoughtful of others. They are very polite and courteous and show respect to adults and to one another. Good manners and politeness are evident and almost appear instinctive in many pupils. They hold doors open for one another and for adults without being asked; they ask for things in the classroom and the dining hall politely and they automatically say thank you when appropriate.
- Pupils play sensibly together and in the dining hall they show good manners and clear up after themselves. The younger children enjoy helping and are exceptionally sensible and organised in laying out the tablecloths and placing the flowers and jugs of water on each table ready for lunch.
- Attendance has improved and is now average. Through comprehensive efforts leaders have successfully reduced the numbers of pupils who are persistently absent. However, a small minority of families still have a poor record of punctuality, bringing their children late to school. The well-run 'Bright and Early' breakfast club has been instrumental in supporting attendance and improving punctuality for a number of pupils.
- Pupils are proud of their work and their school. The very large majority of pupils are keen to learn, and apply themselves with enthusiasm to their work. They take care over the presentation of their written work, complete their homework, are keen to participate in school events and look after the school environment.
- Children who have previously found it difficult to manage their behaviour and maintain concentration are well supported by staff and, as a result, disruptions to learning are rare.

Outcomes for pupils are good

- Pupils' progress has improved since the previous inspection due to improvements in teaching, learning and assessment. Across all year groups pupils are making good or better progress in a wide range of subjects.
- The proportion of children achieving a good level of development by the end of the Reception Year has been in line with the national average for the last two years. This represents good progress from their different starting points. Children are well prepared for learning in Year 1.
- The proportion of pupils attaining the expected standard in the Year 1 phonics screening check was in line with the national average in 2015, following a dip in 2014. Disadvantaged pupils achieved above

other pupils nationally. By the end of Year 2 in 2015, nearly all pupils had reached the expected standard in phonics.

- For the last two years, attainment in reading, writing and mathematics at the end of Year 2 has been broadly average. Disadvantaged pupils' attainment is almost in line with others nationally in reading and the gap is narrowing in writing and mathematics. The attainment of current pupils is above expectations for their age and they are making progress that is good or better because of strong teaching in all subjects. For example, pupils read fluently, drawing on their phonics knowledge, write legibly for a range of different purposes and enjoy mathematical challenges that involve using the links between multiplication and division.
- The work in pupils' books, supported by the school's performance information, shows that a significant number of pupils are now making good progress and are on track to meet end-of-year expectations in all year groups across Key Stage 2. Pupils' work in Year 5 is of a particularly high standard.
- The school tracks every individual pupil's progress thoroughly in reading, writing and mathematics and uses this information to compare the progress of different groups. Teachers make sure that the most-able pupils are well challenged in their learning and assessment information shows they are making at least good progress towards exceeding age-related expectations.
- Pupils are achieving well across the curriculum and their spiritual, moral, social and cultural development is strong. Science is particularly well taught, with a good range of subject coverage and pupils using the correct technical language to record scientific investigations. Pupils are well prepared for the next stages of their education.
- Disabled pupils and those with severe and complex special educational needs are very well supported. Provision is effective and they make good progress. This includes those pupils who attend Oakfield Short Stay School on a part-time basis. Teaching assistants, learning mentors and teaching staff tailor support to meet their individual needs and this helps them attain well.
- In all year groups, the progress disadvantaged pupils make is as good as or better than other pupils in the school. This reflects the improvements in the quality of teaching, timely intervention and the school's rigorous monitoring of pupils' progress.

Early years provision

is good

- Children start in the All Saints pre-school three-year-old class and the Reception class with knowledge and skills that are below what is typical for their age in almost all areas of learning, but particularly so in their literacy and numeracy skills, and their personal and social and physical development. All groups of children make good progress from their different starting points because teaching is effective.
- Good use of pupil premium funding ensures that disadvantaged children make rapid progress. Adults understand their needs and make sure they develop the key skills they need to learn successfully.
- All adults are purposefully engaged in the setting and place a high priority on the development of communication skills. They ask open and challenging questions that make children think hard and develop their language skills. For example, adults asked the children how they thought the ice had formed in the outside area and what would happen next. Children have good opportunities to count and learn about the relationships of numbers.
- Good-quality and inviting activities mean that children are keen to get started at the beginning of each session. Adults successfully encourage children to try a wide range of activities, so that they learn well in most aspects of the early years curriculum. Children make good progress in the development of early reading skills because of the secure and structured approach to the teaching of phonics. However, there are not sufficient opportunities for children to develop their writing skills and their progress is slower in this area of learning, particularly for boys.
- The early years provides a caring environment. Relationships are positive and this helps children settle into school quickly. Children's behaviour is good. They listen to adults, follow instructions and learn and cooperate well with each other. They quickly develop self-confidence and learn to do things for themselves.
- This academic year All Saints pre-school started taking two-year-olds. There is a high staffing ratio and a warm family atmosphere. Adults are attentive to the children's needs, encouraging them to discover through play and gently talking to them, promoting language appropriately.
- Safeguarding arrangements are good. Leaders ensure that children are safe in the early years classes. For

example, staff have appropriate first aid qualifications to meet the needs of young children. Children know and follow the rules for playing safely in the classrooms and in the outdoor area.

- The early years is well led and the provision is constantly improving. The early years leader and staff work well together. Regular assessments allow teachers to plan focused activities for the children. The accuracy of teachers' assessments of children's progress is verified with the local authority and other local schools.
- Teachers engage well with parents so that they are well supported in helping their children learn, particularly in early reading and communication skills.
- Parents who spoke with inspectors were extremely positive about their children's experiences in the early years. They felt confident that their children are safe and well looked after at all times.

School details

Unique reference number	120206
Local authority	Leicestershire
Inspection number	10009100

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2–10
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mrs Joanna Collison
Headteacher	Mrs Jenny Marshall
Telephone number	01162 880013
Website	www.allsaintsprimary.com
Email address	schooloffice@allsaintscofe.leisc.sch.uk
Date of previous inspection	11–12 March 2014

Information about this school

- The school is smaller than the average-sized primary school. Until 2015, pupils left at the end of Year 5 to go on to the next stage of their education. However, at the end of this academic year, the Year 5 pupils will remain at the school another year and move to secondary education at the end of Year 6.
- Early years provision is full-time for pupils in the Reception class and part-time for two and three-year-old children attending the on-site All Saints pre-school. The governing body is responsible for managing the pre-school and this was included in the inspection.
- The majority of pupils are White British and speak English as their first language.
- The proportion of pupils who have special educational needs or disability is above average.
- The school does not currently 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 proportion of pupils for whom the school receives the pupil premium is well above average. The pupil premium is additional funding for disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- The school provides a breakfast club, which was included in this inspection.

Information about this inspection

- The inspection team observed learning in 14 lessons or part lessons, including seven completed with senior leaders.
- The inspection team held discussions with the headteacher, senior leaders, teachers, members of staff, a local authority representative, parents and pupils. They also met with the Chair and vice-chair of the Governing Body.
- The inspection team took account of 16 responses to the Ofsted online questionnaire, Parent View. In addition, they considered the views expressed by parents who spoke with them informally at the start of the school day.
- Questionnaires completed by nine members of the school's staff were also considered.
- The inspection team observed the school's work and considered a range of documents, including the school's own self-evaluation document, the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies.
- The inspection team looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils in Year 1 and Year 5 reading.

Inspection team

Lindsay Hall, lead inspector	Ofsted Inspector
Philip Garnham	Ofsted Inspector

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