

# Inspection of All Saints Church of England Primary School

Long Street, Wigston, Leicestershire LE18 2AH

---

Inspection dates: 8 and 9 May 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Julie Wright. This school is part of Learn Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Jones, and overseen by a board of trustees, chaired by Jeremy Benson. There is also an executive headteacher, Stephen Snelson, who is responsible for this school and two others.

## **What is it like to attend this school?**

Most pupils enjoy attending the school. Many said that they 'love it here'. They speak of the care and kindness of the staff who look after them. There are strong relationships between staff and pupils. Staff know the pupils well. They understand the various barriers and challenges pupils face when they are learning. This leads to a strong, child-centred environment where pupils feel safe.

The school's values and ethos are tightly aligned to the behaviour policy. Pupils said that the school's simple rules help them to 'love to learn and learn to love, respectfully and inclusively'. Several pupils talked about how the values of courage, service and truth were important for them to be successful.

Staff have high expectations of all pupils. Any incidents of low-level disruption in lessons are well managed. The school has made improvements to playtimes. Pupils now engage in purposeful and positive activities. This ensures that they feel safe in the playground. Pupils said that they trust that teachers will quickly resolve any bullying or friendship concerns.

Changes made to the curriculum are not having the impact the school desires. Aspects of the curriculum, including phonics, are not yet consistently implemented. Some subjects require further development to identify exactly what pupils should learn. Some pupils do not learn as well as they should.

## **What does the school do well and what does it need to do better?**

The school wants pupils to become confident and resilient learners. This ambition is seen most clearly in the Nursery and early years provision. Children make a strong start through carefully planned learning opportunities. They enjoy learning through playing in well-designed outdoor environments as well as in the classroom. The more structured learning sessions also prepare children well for their next stage at school.

In some subjects, such as mathematics, what pupils should learn and when is clearly and logically planned. However, this is not the case for all subjects. In some subjects, it is unclear exactly what teachers intend pupils to know and remember. In some subjects where it is clear what teachers should teach, the curriculum is not implemented consistently. Some of the learning activities and work given to pupils do not always support them to learn the intended curriculum. As a result, some pupils struggle to recall the important knowledge they need.

Teachers use questions and opportunities in lessons to check pupils' understanding. However, they do not always use the information they gather about what pupils do or do not know to shape future learning. Teachers do not always address gaps in pupils' knowledge before they move on to new learning. These gaps persist for some pupils and hinder their progress through the curriculum.

The school promotes a love of reading. However, reading is not always prioritised for pupils. There is a well-planned and sequenced phonics programme in place. The school has ensured that pupils' reading books match the sounds that they are learning. Staff have received appropriate training. However, the teaching of the early reading curriculum is not yet consistently strong. Staff do not always check that pupils have acquired the knowledge that they need. They do not always address gaps in pupils' phonics knowledge. This means that some pupils' phonics knowledge, such as the ability to blend sounds, is not secure. This is a barrier to some pupils becoming confident readers and limits their ability to fully access the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are well supported in the school. Staff know pupils' needs well. Pupils are helped to access the curriculum. Staff are well trained to provide pupils with appropriate strategies that help them communicate their wants and needs. Staff use a consistent approach that helps all pupils manage their emotions. They provide effective techniques and safe spaces to help pupils to self-regulate. The teachers in the specially resourced provision, 'Footsteps', provide an environment where pupils are safe and can flourish. However, staff feel that financial restraints are limiting their ability to provide the level of support required to fully meet pupils' increasingly complex needs.

The school is working closely with parents and pupils to highlight the importance of being at school and to identify any barriers to good attendance. There has been a significant investment in staff to provide effective support for the families who struggle to meet the school's high expectations of pupils' attendance. As a result, some pupils' attendance is improving. Staff consistently apply the school's simple rules. Pupils appreciate the boundaries and routines that staff provide and they behave well.

There are several opportunities provided for pupils to develop their character. Pupils engage well with these. There is effective support for good mental health. Pupils are taught about respecting those who are different from themselves. However, there is not a coherent structure that pulls together everything the school aims to provide for pupils' personal development. There are too few opportunities for pupils to develop their interests and talents. Pupils have limited exposure to rich experiences to build their cultural capital. Their limited understanding of fundamental British values does not fully equip them to be the rounded citizens the school desires.

New leaders are supported effectively by the Learn Academies Trust. Staff say that they are well cared for. Their well-being and workload are carefully considered. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Reading is not always given the priority it requires to ensure that pupils become confident readers. Inconsistencies in the delivery of the phonics programme have not been addressed. Assessment in phonics lessons does not always detail where some pupils are still struggling. As a result, staff do not always address gaps in pupils' phonics knowledge. Pupils are not becoming accurate and fluent readers as soon as they should. This hinders their ability to access the school's curriculum. The school needs to ensure consistency and accuracy in the implementation of the phonics programme and the assessment of pupils' phonological knowledge, so they become confident readers as soon as possible.
- In some subjects, it is not clear what the important knowledge and skills are that pupils are expected to know and remember. In some subjects where this knowledge is more clearly identified, the implementation of the curriculum does not always lead to pupils knowing and remembering this key knowledge. Pupils are not fully equipped to get better at the subjects they are studying. The school should ensure that the curriculum clearly defines the knowledge and skills pupils need to know and remember. The school should also check that all staff implement the curriculum well, so pupils know and remember more about the subjects they study.
- The assessment of what pupils know does not always shape what teachers do next. Knowledge gaps are not always addressed before pupils are moved on to new learning. These gaps persist for some pupils and hinder their progress through the curriculum. The school should ensure that all teachers use information from assessment activity to inform teaching that addresses any pupils' knowledge gaps so they are not allowed to persist.
- The school has not planned a coherent, high-quality personal development curriculum. The different activities pupils experience do not build towards clearly defined endpoints. As a result, some aspects of pupils' personal development education are weaker and do not prepare them as well as they might for their next steps, and life in modern Britain. The school should ensure that all aspects of the personal development curriculum contribute towards developing pupils to become the fully rounded citizens the school desires.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145973
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10288367
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jeremy Benson
<b>CEO of the trust</b>	Jane Jones
<b>Headteacher</b>	Julie Wright
<b>Website</b>	<a href="http://www.allsaintscofe.leics.sch.uk">www.allsaintscofe.leics.sch.uk</a>
<b>Dates of previous inspection</b>	26 and 27 October 2022, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was absent at the time of the inspection. The deputy headteacher is acting as the head of school and is being supported by an executive headteacher from the Learn Academies Trust.
- The school joined the Learn Academies Trust in February 2024.
- The school provides education for two-year-old children in the Nursery.
- There is a specially resourced provision for pupils with SEND at the school. The 'Footsteps' provision delivers education to primary-age pupils who have additional needs related to communication and interaction. Some pupils have a diagnosis of autism. All pupils who attend the provision have an education, health and care (EHC) plan.
- The school uses one unregistered alternative provision.
- The religious character of the predecessor school was inspected under section 48 of the Education Act 2005 in June 2017. The school's next section 48 inspection is due within the next academic year.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the acting head of school, the executive headteacher, the assistant headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector also met with a group of trustees and governors as well as the chief executive officer of the Learn Academies Trust.
- Inspectors carried out deep dives into reading, mathematics and art. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also considered two other foundation subjects, geography and physical education. They discussed the curriculum with leaders, visited lessons and looked at pupils' work.
- The lead inspector looked at pupils' EHC plans and other pupil passports, as well as discussing the provision for selected individuals when considering the support for pupils with SEND. He also visited the 'Footsteps' specially resourced provision.
- Inspectors considered a wide variety of school documents, including the school's self-evaluation document and development plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took note of the responses received to Ofsted's online survey, Ofsted Parent View, and considered the results of the staff and pupil surveys. Inspectors met with pupils to gather their views.

## Inspection team

Dave Gilkerson, lead inspector

His Majesty's Inspector

Kate Mann

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024