



# All Saints Church of England Primary School

Inspection Report

**Unique Reference Number** 120206  
**LEA** Leicestershire  
**Inspection number** 280763  
**Inspection dates** 8 May 2006 to 9 May 2006  
**Reporting inspector** Doris Bell AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Long Street
<b>School category</b>	Voluntary aided		Wigston
<b>Age range of pupils</b>	4 to 10		Leicestershire LE18 2AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2880013
<b>Number on roll</b>	236	<b>Fax number</b>	0116 2570446
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Karen Green
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs Mary Lawson

<b>Age group</b> 4 to 10	<b>Inspection dates</b> 8 May 2006 - 9 May 2006	<b>Inspection number</b> 280763
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This average-sized primary school serves an area that has many social and economic disadvantages. The proportion of pupils on free school meals is above average. Attainment on entry is below that expected for the children's ages, especially so in language. The present headteacher took up her post in September 2004. A new deputy headteacher has been appointed for September 2006.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This improving and popular school provides a satisfactory standard of education for its pupils. Pupils' personal development is good. The school ensures that they are well cared for. As a result, they have good attitudes to school, relate well to each other and to adults, and behave well. Quality and standards are satisfactory in the Foundation Stage. The quality of teaching and the pupils' overall academic progress are satisfactory. However, progress is uneven in Key Stage 2 because of variations in the quality of teaching in that age group. Leadership and management are satisfactory. The headteacher has successfully implemented several well considered initiatives that have improved teaching and learning. These include assessment procedures involving, for example, the tracking of pupils' progress and setting targets to improve it. However, in some classes, the targets, including those for pupils with learning difficulties or disabilities, are not precise enough and pupils do not understand how to achieve them. Teachers' marking does not always show them how to do so. Too often, poor quality handwriting and presentation make it difficult to read pupils' work or teachers' comments. The school's accurate evaluation of its overall effectiveness and its own work, which includes well focused checks on teaching and learning, has picked up these weaknesses. They are being tackled robustly by the clear and precise guidance given to teachers by the headteacher and the literacy co ordinators. Much remains to be done to extend the good practice in literacy to other subjects, including numeracy. There has been satisfactory improvement since the last inspection. The more rapid improvement seen in the past two years demonstrates that the school has the capacity to improve. It provides satisfactory value for money.

### What the school should do to improve further

- Ensure that teaching is consistently good in Key Stage 2 so that all pupils always achieve as well as they possibly can.
- Further refine assessment procedures, establish consistency in teachers' marking and make sure all staff help pupils understand their targets and how to reach them.
- Improve the quality of handwriting and presentation throughout the school.
- Extend the good practice in the leadership and management of literacy to numeracy and subsequently to all subjects.

## Achievement and standards

### Grade: 3

The pupils' satisfactory achievement is the result of improved teaching, which is accelerating progress in most classes. Standards on entry are below average and they are still below average when pupils leave at the end of Year 5. This represents satisfactory progress overall, although progress is uneven in Key Stage 2 because of weaker teaching in two classes. The school has set itself challenging targets for the next three years and is working hard to reach them. Progress is improving faster in reading and writing than in numeracy. This is because effective support programmes are improving pupils' understanding of what they read and extending the vocabulary

they use in their writing. Writing, including spelling, is getting better because teaching is more precisely targeted at pupils' individual learning needs. The very creative, practical way in which spelling was taught in an exciting Year 2 lesson was particularly effective. However, the pupils' poor handwriting and presentation mean that it is not easy for them to revisit the work in their books to help subsequent work. For example, in mathematics, the poor setting out of numbers is confusing for pupils trying to understand place value. Good tracking systems are now in place to check pupils' progress. They are being used effectively to group pupils and to identify those in need of specific support. The data shows that there are now no significant differences in progress between different groups of pupils.

## **Personal development and well-being**

### **Grade: 2**

Personal development, including spiritual, moral, social and cultural development, is good. Pupils know how to keep themselves safe. They report that harassment of any sort is very rare because it is simply not tolerated. Attendance is satisfactory. Pupils behave well, have good attitudes to school, and work well together or on their own. Relationships are good throughout the school. Pupils enjoy school very much and appreciate how strategies such as the process of setting targets are helping to improve their progress. Older pupils are proud to help younger ones learn to read. Pupils play an active part in school life, for example, through the school council, and know that their views are valued. They have a good understanding of the importance of healthy eating and of maintaining a healthy lifestyle and they contribute well to the community. They are adequately prepared for life beyond school. However, they still have some way to go to be as fully prepared as possible in literacy and numeracy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning, which is satisfactory overall, is improving. As a result, pupils' progress is beginning to accelerate. The relatively new assessment procedures have given teachers a clear understanding of pupils' progress. The information is being used well in planning in most classes. Particularly good practice was observed in an outstanding Year 2 lesson where work was at just the right level of challenge for every pupil. Here, pupils were very clear about their targets and how to achieve them. The teacher's marking and her comments in class were precisely related to the targets. This good practice is not yet consistent throughout the school. Some older pupils are not always sure what they need to do to reach the targets they are given. They are not involved well enough in checking their own progress or in the process of setting targets. This limits the usefulness of the exercise. Teachers manage pupils' behaviour well. Most are skilled at including all pupils in whole-class sessions by carefully adapting and targeting their questioning to give everyone the opportunity

to contribute. However, not all teachers have equally high expectations of pupils' handwriting and presentation.

## **Curriculum and other activities**

### **Grade: 3**

Improvements in the curriculum since the previous inspection mean that it is now satisfactory. There is an understandably strong emphasis on literacy and numeracy. Literacy skills in particular are promoted well through other subjects, and the school is rightly reviewing the curriculum to develop the more limited links in areas such as numeracy and information and communication technology (ICT). A satisfactory range of additional activities, visits and visitors enriches and extends learning in and beyond the normal school day. These include sporting and musical activities, and the teaching of French to all year groups.

## **Care, guidance and support**

### **Grade: 3**

Whilst this aspect of the school's work is satisfactory overall, the quality of personal care and support offered to pupils is good. This results in a safe, harmonious learning environment for staff and pupils. It extends to helping parents to help their children learn and parents are overwhelmingly positive about the school. The recent extensive review of health and safety and child protection procedures has led to good practice in these areas. As a result, pupils feel that staff support them well and deal effectively with any issues as they arise. The academic guidance given to pupils is satisfactory. However, the process of setting targets is not always used to best advantage to guide pupils' learning, including for pupils with learning difficulties and disabilities. The school knows this and is tackling the issue. It uses its support staff and external agencies effectively to help these pupils.

## **Leadership and management**

### **Grade: 3**

The school is improving because, although leadership and management are satisfactory overall, the headteacher's leadership is good. Her clarity of vision, wholly focused on raising achievement, is shared by governors and staff. It has given the school a strong sense of purpose and direction, brought it a long way in the past two years, and provided it with the capacity to improve further. Its impact is evident in the more rapid progress pupils are now making, particularly in literacy, which is well led and managed. Much remains to be done to improve the leadership and management of other subjects, including numeracy. Improvement since the last inspection is satisfactory, though much of it is relatively recent. The school's evaluation of its own work is accurate and involves consideration of the views of staff, governors, pupils and parents. The priorities, clearly articulated in a well constructed improvement plan, are the right ones and they are being tackled in the right order. The headteacher has successfully ensured that financial decisions are firmly based on achieving them. This has resulted in

governors having to make difficult but effective decisions about staffing in order to protect pupils' learning and build up the resources needed to improve it. Rigorous checks are made on teaching and learning. The headteacher has used external support well to do this and identified areas for development are followed up robustly. Governors are becoming increasingly involved in the life and work of the school. For example, the chair of governors has been instrumental in helping to improve library provision.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils Thank you very much for making us so welcome in your school and for talking to us about your work. You told us how much you enjoy school and how much you appreciate what the school is doing to improve your progress, for example, through setting you targets. Whilst what your school is doing for you is satisfactory overall, there are a number of good points and also some areas that need more work. The good points:

- You are starting to make better progress in reading, writing and mathematics because most of your teachers are working very hard to help you do so.
- You behave well, concentrate on your work and listen carefully to each other and to the staff. This helps you to learn.
- You are well cared for and, in turn, you care well for your school and for each other.

We have asked your school to help you to do even better by:

- Improving teaching even more in Years 3 to 5 so that all of you can make better progress in all classes and at all times.
- Making sure that teachers help you to understand your targets and how to achieve them, and that they make these things clear when they mark your work.
- Helping you to improve your handwriting and teaching you to set your work out neatly by giving you good examples of how to do this when they write on flip charts or in your books.
- Improving the way some teachers help others to ensure that you make better progress in different subjects, starting with numeracy, because this is already happening in literacy.

We hope that, as a result of these improvements, you will make even better progress in the future and that you will develop a lifelong love of learning. Yours sincerely Doris Bell Lead Inspector