

All Saints Church of England Primary School

Inspection report

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| Unique Reference Number | 120206 |
| Local Authority | Leicestershire |
| Inspection number | 327227 |
| Inspection dates | 11–12 June 2009 |
| Reporting inspector | Paul Canham |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–10 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 285 |
| Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage | 59 |
| Appropriate authority | The governing body |
| Chair | Michael Charlesworth |
| Headteacher | Mary Lawson |
| Date of previous school inspection | 8–9 May 2006 |
| School address | Long Street Leicester LE18 2AH |
| Telephone number | 01162 880013 |
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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and a representative group of pupils. Inspectors also talked with pupils during lessons. They observed the school's work, and looked at school documentation, assessment, curriculum, monitoring and attendance information, and the school's development planning. Inspectors also scrutinised pupils' work and 43 questionnaires from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The extent to which higher expectations are tackling variation in learning and raising achievement in both key stages and for different groups including the more able pupils.
- How successfully the school promotes pupils' experience and appreciation of cultures and faiths other than their own in this country and beyond.
- The impact of pastoral support for those pupils and parents who are harder to reach and engage, particularly in relation to increasing attendance.
- How far the recently formed leadership team, and the governing body, are influencing the school's direction and performance.

Information about the school

Pupils enter the school into Reception, where there are two classes. Thereafter, almost half the pupils are in classes of more than one age group. The large majority of pupils come from White British families, while others are from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above average. There have been recent changes to staff, including the appointment of an inclusion leader to the senior leadership and management. The school gained the Healthy Schools Award in 2008 and the Sports Activemark in 2009. A pre-school is located within the school, which is managed by the school's governing body.

A Sure Start children's centre was opened in January 2009 on the school premises.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

This is a good school where pupils progress well. Committed staff and governors have worked with verve and determination since the last inspection to gain the best provision and outcomes for pupils and families. At the very top, outstanding leadership is highly committed to doing the best for pupils and staff. The hard work of senior staff is evident in the growing signs of more rapid progress through the school. Children start school with skills and knowledge well below the expected levels and improvements are such that standards have been lifted by Year 5 to broadly average levels. The leadership team have a clear and united vision on raising standards and maximising the opportunities for all pupils. This is reflected in their accurate evaluation of where the school is at present and of the improvements needed. Consequently, the school is very securely placed to bring about improvement and the capacity for moving forward is good.

The success of the headteacher's leadership is valued by parents, who are overwhelmingly supportive of the school. They recognise a real change in the school over the past three years and some commented on the improvement in their questionnaires. For example, one wrote to say that, 'Over the past few years it has really changed for the better. It looks and feels so much more welcoming and I am now well informed about the progress of my child and any concerns.' Parents also acknowledge and value the school's strong pastoral care and guidance. Well-informed and sensitive support ensures pupils feel safe in a supportive learning environment, enhanced by warm relationships between staff and pupils. There is planned intervention for pupils with learning needs and/or disabilities, or those in danger of missing too much time in school. The success of this support leads to some notable examples of improved achievement, although the support has yet to have a full impact on the small proportion of pupils who do not attend often enough.

The school knows that the quality of teaching and learning is at the heart of improved performance. The headteacher leaves no stone unturned in her quest for high quality, and adjustments to staffing, classroom practice, and the raising of expectations continue to make their mark on everyday practice. Consequently, pupils are progressing well in lessons that, typically, are lively and well paced. However, not enough is always demanded of the more-able pupils at an early enough stage in lessons. Pupils' strong personal outcomes can be seen in their good behaviour, interest and enjoyment of learning.

Clubs, projects, themed weeks and performance activities are popular and provide pupils with exceptionally good opportunities to develop their creative and performance skills.

Governors share the vision and commitment that emanate from the headteacher and senior leaders. They also provide a strong strategic approach to evaluating the school's success and supporting its way forward. An accurate view of strengths, weaknesses and priorities comes from a close examination of data, bringing with it a good understanding of the needs of the community and groups of pupils. While the senior leadership team is playing a valuable part in the school's improvement, the school recognises that subject coordinators need to be more fully involved in the process.

What does the school need to do to improve further?

- Improve attendance and by July 2010 meet local authority targets by strengthening the partnership with parents, especially those whose children do not attend often enough, and sharing termly attendance information with them.
- Accelerate the progress and raise the achievement of the more able pupils by:
 - improving the pace of learning in lessons
 - giving them more opportunities to work by themselves early in lessons.
- Ensure subject coordinators take a full role in bringing about improvements by:
 - monitoring the quality of teaching and learning
 - analysing the progress and achievement of individual pupils and groups
 - drawing up regular written reports for governors.

Outcomes for individuals and groups of pupils

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| 2 |
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Pupils make good progress and there are clear signs the school's determined efforts and targeted support are making a difference, particularly in English in Years 3 to 5. For example, pupils' willingness to participate and sense of enjoyment in their involvement in group tasks are typical of lessons and indicate the quickening pace of learning across the school. Standards as indicated by the results of national tests and assessments have remained stubbornly below national averages from year to year at the end of Year 2, although writing has seen some improvement. The limited proportions of pupils reaching the higher Level 3 have been a consistent feature. However, the more rapid rate of progress is having a strong impact on attainment where standards in Year 5 show substantial improvement over the past three years. Pupils are now better prepared than previously for transfer at the end of Year 5.

Pupils often take great care over their work, as demonstrated in the good quality of artwork seen in classrooms and around the school. However, pupils do not always show the same level of care in the presentation of their written work in English and in other subjects. The school's assessment shows more pupils are making good, and sometimes better, progress than they did before. During lessons, pupils, including those with learning difficulties and/or disabilities, make similar rates of progress. However, the school is well aware that the achievement of the more able pupils remains an issue that has yet to be fully resolved.

Pupils say that they like coming to school because they feel very well cared for and safe. Attendance is broadly average, although a small but significant proportion of pupils do not attend often enough. The pupils' enjoyment of school life is clearly seen in their happy, friendly, and supportive approach towards each other, which helps to make the school a safe and welcoming place.

Pupils willingly contribute to class discussion and share their ideas. Their confident performances in assemblies, accompanied by harmonious and melodic singing, provide uplifting experiences. Good behaviour ensures that lessons are orderly and productive. Pupils' involvement in deciding policy and practice about behaviour management gives a clear understanding of how they should behave with others. Pupils are well aware of dangers in and out of school, including when using the internet, and of how to keep safe. Pupils make a valuable contribution to the school through, for example, the school council, which provides good opportunities to represent the views of others. Pupils also contribute willingly to the wider community through raising funds for local and national charities. A high take-up of physical activity and an understanding of healthy eating are recognised in national awards and reflect pupils' good understanding of how to keep fit and healthy.

These are the grades for pupils' outcomes

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| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with learning difficulties and/or disabilities and their progress | 2 |
| How well do pupils achieve and enjoy their learning? | 2 |
| To what extent do pupils feel safe? | 2 |
| How well do pupils behave? | 2 |
| To what extent do pupils adopt healthy lifestyles? | 2 |
| To what extent do pupils contribute to the school and wider community? | 2 |
| Pupils' attendance ¹ | 3 |
| How well do pupils develop workplace and other skills that will contribute to their future economic well-being? | 3 |
| What is the extent of pupils' spiritual, moral, social and cultural development? | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

How effective is the provision?

The high quality of displays provides an insight into several of the school's strong features, including the breadth of the curriculum and the celebration of achievement, whatever the pupils' ability. Imaginative curriculum planning, such as a history project that reaches into the heart of the local community, is a feature of the school's everyday work. The curriculum takes good account of the wide ability range and mixed-age classes. Close attention is given to literacy, numeracy and science skills, and to the development of pupils' physical and creative skills in subjects such as swimming, music and dance. The teaching of French adds a further dimension. The school is fully aware of the need to raise achievement and lift standards and, consequently, reorganised the class structure so that pupils are taught by ability. Cross-curricular links are promoted through the effective use of information and communication technology. The school enriches its curriculum through the good use of close links with local schools, a number of visits and visitors, and the celebration of festivals from a range of faiths. The school has already strengthened ties with schools in Poland, London and Leicester.

Teaching is successfully underpinned by planning that includes precise learning targets. Typically, topics such as those in science and numeracy capture pupils' interest and hold their attention. Consequently, pupils are eager to do well. They are responsive to questioning and work particularly well in groups and on their own. Good teamwork amongst staff enhances learning by giving well-focused support for groups. Where teaching is most successful, the rapid pace and well pitched tasks ensure that pupils cover a lot of valuable ground. On occasion, however, pupils do not always participate to the same degree because discussion is overly directed by teachers. Similarly, there are occasions when the more able pupils are not stretched enough early in lessons. Marking is supportive and usually tells pupils what they need to do to improve, although pupils do not always take note of the guidance.

Some of the school's strongest features are seen in its care and attention given to the particular needs of its community in school and locally. One parent's comments illustrated a particular strength: 'The staff's sensitivity and methods are really effective. Children feel they are valued for what they are and what they can achieve.' Individualised programmes of support are drawn up for its vulnerable pupils, covering a broad range of personal and learning needs. Individual achievement is managed through rigorous tracking of attainment and progress. Evaluations lead to focused intervention in and out of lessons, either individually or in small groups. In these sessions, such as the nurture group, skilful reinforcement of word sounds build more confident literacy skills. Because some girls lack confidence about learning mathematics, the school gives them practice in answering questions before their lessons as a preparation.

These are the grades for the quality of provision

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| The quality of teaching | 2 |
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| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Determined leadership and management are key factors driving the school's improvement. Focused work and increased expectations of progress are accelerating achievement across the school. The recently formed senior leadership team has developed a clear and accurate view of the school's strengths and areas for improvement. This accurate self-evaluation is based firmly on observations of teaching and learning and a continual review of school procedures. Development has been rapid and widespread, although not all initiatives have been in place long enough to be tested out. The collective leadership has galvanised staff and channelled their enthusiasm and expertise to good effect. The deployment of staff is under continual review, and where something is not working as effectively as expected, seniors leaders have not been afraid to look again. This strategy has sharpened the school's analysis of its performance in relation to science, for example, and to the achievement of different groups of pupils.

The headteacher is a highly effective leader and manager, and is both resolute and committed to excellence for all. Other senior leaders share the same aspirations and determination to move the school forward. However, the school recognises that the next stage of development is to share this resolve and involve subject coordinators more fully in monitoring and evaluating their own areas of responsibility.

Governors are supportive and determined that the school builds on its growing reputation. Members form an integral part of the local community and readily challenge the effectiveness of the school's developments. Their strategic involvement is strong and well-organised structures ensure that policies are systematically reviewed, resources are targeted at educational need, and safeguarding requirements are firmly established. Initiatives to promote community cohesion are well developed in school and locally, and are expanding nationally and internationally. In recognition of links with the town during the Second World War and the school's outstanding work with the local community, the Polish government has presented a medal to the headteacher. Local services and agencies are used particularly well to enhance the well-being of vulnerable pupils and those with learning difficulties and/or disabilities. The school's work with individual pupils and families to increase attendance has strengthened this partnership, although it has yet to have a full impact on lifting attendance for small groups of pupils. Parents are given good opportunities to give views on the school, and benefit from monthly newsletters and access to the school's website.

These are the grades for leadership and management

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| The effectiveness of leadership and management in communicating ambition and driving improvement | 2 |
| The effectiveness with which the school promotes equality of opportunity and | 2 |

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| tackles discrimination | |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The pre-school provides children with a well-equipped area and a wide range of interesting activities. Adults give well-targeted support to both teacher-initiated activities and those which children choose for themselves. The good relationship with parents and an effective liaison between the pre-school and the Early Years Foundation Stage enhance the children's smooth and well-informed entry to Reception. Good leadership and management ensure that children's needs are identified early. Children are cherished and nurtured from the very start. As a result, they settle quickly and are eager to learn. Relationships are real strengths. Most children listen attentively and chatter happily about their work.

The Reception classes provide a creative, lively and stimulating learning environment. From low starting points, children make good progress in all areas of learning, reaching standards by the end of the year that are below average but not exceptionally low. The greatest progress is in the development of children's personal and social skills. Lively teaching successfully captures the children's imagination and well-planned, themed topics ensure all areas of learning are covered with a particular focus on reading, writing and number skills. Support for children with learning difficulties and/or disabilities, and for those who are more vulnerable, is good.

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |
| Overall effectiveness of the Early Years Foundation Stage | 2 |

Views of parents and carers

The very large majority of parent questionnaires were positive, and most of the written comments expressed considerable satisfaction with the school. There was praise for the impact of improvements that had been made in recent years and for the care provided for children. Just one parent reported a concern over bullying. Inspection evidence showed that, while pupils report a little bit of bullying, they are confident that the school deals with it effectively.

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Primary to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 43 completed questionnaires. In total, there are 181 parents and carers registered at the school.

| | Always | Most of the time | Occasionally | Never |
|---|--------|------------------|--------------|-------|
| Overall, I am happy with my child's experience at this school | 29 | 16 | 0 | 0 |

What inspection judgements mean

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory. |
| 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. In 2007-8, 5% of schools were judged inadequate. |

Common terminology used by inspectors

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| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| 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. |
| Achievement: | the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |



15 June 2009

Dear Pupils

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

We very much enjoyed our visit to your school and thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. Importantly, yours is a good school, where staff and governors are working hard to make it even better. We were pleased to hear that you like your school. The very large majority of your parents are happy with the school, too. You behave well and get on with each other.

Here are some important things about your school.

- You make good progress in lessons and reach broadly average standards by the end of Year 5.
- You feel safe and secure in school and enjoy your lessons.
- Those in charge of the school have already made improvements that are helping you to make faster progress.
- All staff take good care of you, and make sure that you know what to do to keep safe.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

This is what your school has been asked to do to make things even better.

- Where attendance is not as good as it should be, work more closely with you and your parents to improve it.
- Make sure teaching challenges all of you at all times in lessons, and especially those of you who are capable of learning faster.
- Ensure that those staff who look after different subjects look closely at how well you are doing, so that they can play a full part in bringing about improvement.

We wish each one of you every success in your future education.

Yours faithfully

Paul Canham
Lead inspector

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