

Inspection of a good school: All Saints Church of England Primary School

Long Street, Wigston, Leicestershire LE18 2AH

Inspection dates:

26 and 27 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

All Saints Church of England Primary School is a 'loving' school. The values of 'Do everything in love' are at the heart of school life. Leaders have created a child-centred environment where pupils can thrive. The relationships between staff and pupils are positive. Pupils feel well supported. Pupils told the inspector, 'Our teachers are kind and caring.'

Staff have high expectations of pupils' behaviour. Staff deal with any incidents of disruption in lessons well. Staff use a consistent approach in response to potential bullying. Some pupils report incidents of poor behaviour on the playground. Not all pupils believe that staff notice these quickly enough.

Leaders ensure that the curriculum provides pupils with rich and engaging opportunities. For example, pupils learn about heart dissecting and strawberry DNA extraction in science. Pupils from nursery through to Year 6 have access to outdoor learning provision. This helps to develop pupils' resilience and confidence.

Leaders have made recent changes to the curriculum. In some subjects, the impact of these changes is not yet clear. Subject leaders understand that they need to develop the curriculum further. This work will improve the quality of education in these subjects.

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

Children get off to a strong start in nursery. Leaders' ambitions are high. Children enjoy their learning. In reception, opportunities to learn through play are carefully planned and assessed. The provision is well resourced. Skilled staff make the most of opportunities for children's learning as they happen. For example, when children are learning in the mud kitchen, adults encourage them to count the ingredients. The early years staff provide

children with a solid foundation. Children are well prepared for their learning in key stage 1.

Leaders place a high priority on reading. In the nursery, children enjoy listening to stories and songs. In the Reception Year, children begin to learn phonics straight away. Staff use a consistent programme to teach phonics. Teachers and support staff demonstrate secure phonics knowledge. However, the books that pupils are given to read are not well matched to the sounds they know. There is some inconsistency in the quality of support that pupils receive when reading to an adult.

There have been recent changes to the teaching of mathematics across the school. Teachers use the daily 'flashbacks' to check what pupils know at the start of lessons. The curriculum for modern foreign languages provides a strong model. Other foundation subjects do not yet fully follow a similar approach. In some foundation subjects, pupils do not always remember what they have learned.

There is a clear approach to the identification of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are supported well in lessons. A range of resources and support help pupils with SEND to access the same curriculum as their peers. Leaders' ambition is for all pupils to have access to the full curriculum. The special provision, Footsteps, provides a small number of pupils with a tailored curriculum. Subject leaders are supporting staff in this provision to develop the teaching of the foundation subjects.

Pupils in all year groups enjoy regular outdoor learning opportunities. These lessons allow pupils to learn to take managed risks and explore nature.

Leaders' expectations of pupils' behaviour are high. Pupils understand the school expectations of 'Be ready, be respectful, be safe'. When low-level disruption does occur, staff are quick to address it. Adult interactions with pupils are consistently calm and well considered. Some pupils have significant social and emotional mental health needs. These pupils access high-quality support through access to a nurture provision called The Ark Nurture Base. They access tailored sessions with the school's emotional literacy support assistant.

Pupils have access to a range of clubs after school. There are strong links with the local church and other places of worship. Leaders are keen to develop the wider curriculum offer further to develop pupils' interests and talents. Pupils reflect on current world affairs in assemblies. They show an understanding of fundamental British values.

Senior leaders are considerate of staff workload and well-being. Supportive strategies include a 'Well-being Wednesday' treat box. The multi-academy trust supports school leaders well. Staff access regular training. They have the opportunity to network with colleagues across the trust. Subject leaders also benefit from time out of the classroom to drive school improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture where pupils feel safe. Staff know how to identify and report potential concerns about a pupil's welfare. Record-keeping is robust. Leaders are tenacious when working in partnership with outside agencies to ensure that pupils receive the support they need.

Staff undertake regular training and receive safeguarding updates. Governors understand their statutory duties with regard to safeguarding and safer recruitment.

Leaders prioritise building strong relationships with families. The family liaison worker is instrumental in this. Pupils benefit from access to The Ark Nurture Base. This follows the 'thrive' approach, which supports pupils with their well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum for some of the foundation subjects is not yet coherent or sequenced well. This hinders teachers in identifying the small steps of knowledge needed to help pupils to remember more over time. Leaders should ensure that the curriculum plans for all subjects show teachers the knowledge that pupils should know and when they should know it.
- Some pupils who struggle to read have reading books that are too challenging. Some do not receive enough support to enable them to become confident and fluent readers. As a result, some pupils struggle to read unfamiliar words and find it difficult to access the curriculum. Leaders should ensure that all staff have the knowledge and skills to support the school's phonics programme well. Leaders need to ensure that reading books match the sounds that pupils already know. Leaders need to provide pupils who struggle to read with appropriate support to enable them to read with greater confidence and fluency.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, All Saints Church of England Primary School, to be good in February 2016.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145973
Local authority	Leicestershire
Inspection number	10240415
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	Board of trustees
Chair of governing body	David Williams
Headteacher	Julie Wright
Website	www.allsaintscofe.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Vines Academy Trust.
- Two new senior leaders have taken up their substantive roles. One joined the school in April 2022 and the other in September 2022.
- The school does not use alternative provision to educate pupils.
- The religious character of the predecessor school was inspected under section 48 of the Education Act 2005 in June 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to a sample of children in key stages 1 and 2 read to a familiar adult.

- The inspector checked the work pupils had produced, looked at subject plans and spoke with pupils and subject leaders for several other subjects.
- The inspector met with leaders responsible for: behaviour; personal development; the early years foundation stage; and the provision for pupils with SEND. She met with the chief executive officer of the trust.
- The inspector met with groups of pupils from key stages 1 and 2.
- The inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. She met with members of the governing board and trustees. This included the chair of the trust board.
- The lead inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaires. She spoke with parents and carers at the end of the school day.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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