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Mrs Jennifer Marshall
Headteacher
All Saints Church of England Primary School
Long Street
Wigston
LE18 2AH

Dear Mrs Marshall

Requires improvement: monitoring inspection visit to All Saints Church of England Primary School

Following my visit to your school on 3 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, I held meetings with you, the Chair of the Governing Body and the National Leader of Education, who is providing support to the school. We discussed the actions taken since the last inspection. I evaluated the school improvement plan. I also made short visits to each class and looked at a sample of pupils' work.

Context

Since the section 5 inspection in March, a new parent governor has been appointed to the governing body.

Main findings

You and your senior leaders have acted swiftly to address the areas for improvement highlighted by the recent inspection. You have put in place a comprehensive plan for improvement and a programme of detailed lesson observations and work scrutiny has continued. You have identified very specific areas of support individual teachers need. School leaders, with support from the National Leader of Education, have put in place a package of support for all teachers. This focuses strongly on improving their planning and subject knowledge and provides them with opportunities to learn from best practice in other schools. School leaders have also changed how teachers utilise other adults to support learning in lessons. These actions have had an immediate impact on improving the effectiveness of their work. Teaching assistants now closely observe and assess individual pupils during lessons. They provide more detailed information for the class teacher and this ensures that any misconceptions in pupils' learning are addressed quickly.

You continue to work closely with parents to improve attendance. You have developed a policy of intervening and supporting families early. This work has had a significant impact. Attendance has improved overall by 2.5%, and is now broadly in line with the national average. Similarly, very few pupils now fail to attend school regularly. The school's most recent information shows that persistent absence is now well below the national average.

Working with your local authority adviser you have put in place a system for tracking the progress of pupils across key stage 2. As pupils leave after year 5, you have carefully shaped targets based on national expectations for progress to the end of the key stage. However, your targets for more able pupils are not yet challenging enough. The new system provides clear information about the progress all pupils and groups of pupils are making. You and other leaders are able to analyse this, and use it to make accurate judgements about the quality of teaching.

Governors quickly commissioned an external review of governance following the last inspection. Following this, they reconstituted and re-organised their committee structure. Their plans clearly describe roles and responsibilities, and clarify the data each committee must receive in order to monitor improvements. Governors visit the school regularly. They examine pupils' work and observe learning in classrooms with the headteacher. They now have a much-improved understanding of how they can challenge and support school leaders most effectively.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has provided the school with a basic level of support. They allocated an adviser to work with the school to provide leaders with an external view of improvement. She has enabled the headteacher to gain a swift understanding of how best to improve teaching. School leaders have agreed a more comprehensive

programme of support through a National Leader of Education. This has already proved effective in raising expectations amongst teaching staff and in supporting the deputy headteacher to review the school's use of the pupil premium grant.

I am copying this letter to Joanne Collison, the Chair of the Governing Body, to Lesley Hagger, the Director of Children and Young People's Service for Leicestershire, and to Carolyn Lewis, the Director of Education for the Diocese of Leicester.

Yours sincerely

Philippa Darley
Her Majesty's Inspector