



The National Society Statutory Inspection of Anglican Schools  
(Carried out under Section 48 of the Education Act 2005)

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# All Saints Church of England Primary School

## Inspection Report

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<b>Address of School:</b>	All Saints CE Primary School Long Street Wigston Magna Leicester LE18 2AH
<b>Telephone Number:</b>	0116 288 0013
<b>Email Address:</b>	schooloffice@allsaintscofe.leics.sch.uk
<b>School Category:</b>	Voluntary Aided
<b>Unique Reference Number:</b>	120206
<b>Type of School:</b>	Primary
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Inspection Date:</b>	May 25 <sup>th</sup> & May 31 <sup>st</sup> , 2012
<b>Reporting Inspector (and No):</b>	Mrs Julie Wright (215)
<b>Appropriate Authority:</b>	The Governing Body
<b>Chair of Governors:</b>	Joanne Collison
<b>Headteacher:</b>	Mrs Jenny Marshall
<b>Pupils on school roll:</b>	223

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Wigston Magna  
Leicester  
LE18 2AH

### Diocese: Leicester

Local authority: Leicestershire  
Dates of inspection: May 25<sup>th</sup> & 31<sup>st</sup>, 2012  
Date of last inspection: June 2009  
School's unique reference number: 120206  
Headteacher: Mrs Jenny Marshall  
Inspector's name and number: Mrs Julie Wright (215)

### School context

The school serves the mixed socio economic suburbs of Wigston Magna with a community centre, preschool and Children's Centre on site. The majority of pupils are white British with the proportion eligible for free school meals at 40% which is well above average. The headteacher has been in post since May 2011 after a period of 18 months during which the school was led by two temporary headteachers.

### The distinctiveness and effectiveness of All Saints CE Primary School as a Church of England school are good

The newly appointed headteacher works tirelessly to offer inspirational and Christian leadership. She is developing the Christian character of this school so that it is a very real living experience for the pupils, parents and community. Children and Christian values are at the centre of everything and this highly inclusive school strives to enable all children to reach their potential. The school is an oasis in the centre of this highly deprived community with a strong focus on creative learning and risk taking in a safe and consistent environment.

### Established strengths

- Strong, committed and inspirational leadership of the headteacher
- A highly inclusive school with children at the centre and strong Christian Vision lived by all
- Energetic, enthusiastic and committed newly appointed Foundation Governors

### Focus for development

- Strengthen the role of Governors and formal monitoring to accelerate the pace of change in the evaluation of the school's distinctiveness
- Develop and embed assessment for learning strategies such as developmental marking to accelerate pupil progress consistently across all year groups
- Equip the Religious Education co-ordinator so that RE data is robust, standardised and moderated effectively across the staff and governor team ensuring that good practice is shared and progress accelerated.

### The school, through its distinctive Christian character, is good at meeting the needs of all learners

At All Saints CE (Aided) Primary School all are included and special. Every learner makes progress within a caring Christian environment where all achievements are valued and celebrated. Every child really does matter and achieves because of a curriculum which promotes learners' spiritual, moral, social and cultural (SMSC) development. Adults know children well and plan work which is increasingly well matched to their needs, catering for their different learning styles and skills. Pupils and parents are proud of their school and value the work of the headteacher and her committed staff team. Pupils can explain what

is special about attending a Church of England school. 'It is like being part of God's family,' said a member of the School Council. Children relish and rise to the challenges that life at All Saint's offers. They are great ambassadors for the school demonstrating fierce loyalty and a strong sense of morality over 'what is right and what is wrong'. Strong, supportive relationships and the unstinting promotion of Christian values of respect and reparation are a particular feature which permeates all aspects of life at the school. These are deepened further by the proud display of visible symbols of Christianity and vibrant displays both on the inside and outside of the building. There is a rapidly growing number of opportunities for children to experience the different cultures and religions represented in Britain. This takes place within the secure framework of the Christian context and charitable giving. The school has supported the African 'SEED' appeal and Guide Dogs for the Blind to name but a few. The children are very proud of 'Jubilee Giraffe' presented to them by their African partner school. The well developed system of rewards and celebration, including the Star of the Week tea party invitations, Good Samaritan awards and St George awards assemblies are highly valued by the children. These provide opportunities for enhancing children's SMSC development. The developing links with the diocese and wider church family means that the school is innovative and successful in its approach to meeting the needs of all children within a distinctive Christian context.

### **The impact of collective worship on the school community is good**

The headteacher has worked hard to ensure that collective worship occupies a place of central importance in the life of the school and is founded on values which are truly Christian, such as tolerance, respect and love. Staff are proactive in leading worship and the majority of individual acts of worship are well planned and evaluated by the worship leader. Staff and children derive spiritual affirmation from worship: all staff attend whole school worship which enhances the experience for the children. This provides an effective mechanism for the development of spirituality and a deeper understanding of the practices of the Anglican faith and tradition. Following pupil consultation, the school is planning greater involvement of the children in the planning and delivery of individual acts of worship as well as in the choice of hymns. The children are hearty and enthusiastic hymn singers and their rendition of 'Shalom' at the end of an act of worship observed during the inspection was inspirational and spiritually moving. Diocesan themes are used as a starting point for the planning of worship but are adapted to the needs of the school and its pupils. This ensures that Collective Worship is strongly rooted in the study of the Bible and the life and works of Christ. Foundation Governors now need to be actively involved in the formal evaluation of the impact of worship on the life of the school. A more formal and rigorous approach to evaluation is required. A large number of children, parents, staff and governors value collective worship and see it as 'a special time for us in the school day'. They are reverent and respectful and value the school prayer as 'their special way to talk to God'. Prayer occupies a place of importance in the life of the school. All members of the school community request prayers via the prayer tree and in designated reflective areas in classrooms and in the main corridor spaces. One such request from a member of staff reads, 'please help my baby to sleep as I have not had a full night's sleep for 4 weeks now'. Children especially enjoy the school's visits to All Saints Church for worship and value the role of Father Richard, the Priest in Charge. 'He blesses us' said one of the younger children. Staff and children would be sad if they did not have the chance to meet together to 'talk to God' and children are keen to contribute suggestions to improve worship still further, including ideas for more active sessions such as the 'Tug of War' assembly they recently enjoyed! Acts of worship are made relevant to the children's life experiences by careful linking with social and emotional aspects (SEAL) and current themes such as 'Britain's got Talent' (All Saints' got talent!) and 'The X Factor.' to illustrate that in God's eyes we are all excellent. This careful planning is instrumental in the pupils' increasingly deepening SMSC development and is a strength of the school.

### **The effectiveness of the religious education is good**

Religious Education is instrumental in giving children a deepening understanding of Christianity and other world faiths. As well as demonstrating a growing knowledge of the Christian faith, learners are beginning to recognise and value cultural diversity in their immediate and wider environs. For example, trips to the synagogue, Bethel Church and supporting the African SEED appeal are a planned for, and valuable part of the RE

curriculum. The best teaching observed is characterised by a lively, interactive approach where children are active learners and are encouraged to ask BIG questions thus developing their spirituality and AT 2 skills. In weaker lessons, children are too passive, sit for too long and teacher subject knowledge is insecure. In one of the lessons observed, the children relished the challenge of answering the question 'Were the miracles real or made up?' The best lessons demonstrate a commitment to the delivery of deeply thought provoking learning experiences. In a Key Stage 2 lesson observed, the children were writing prayers of peace and love. One child wrote 'P is for the peaceful place you have been sent..... for the centre of your heart that will always be remembered'. In another strong lesson observed, the children worked well and with confidence because of excellent adult pupil relationships. Younger children enjoyed responding creatively to the question 'How does God know who we are?' Through such creative approaches, high levels of skill and confidence were in evidence with the children's spirituality being deepened effectively. The addition of reflection time in RE lessons would promote this still further. Whilst levels of attainment are only broadly in line with national expectations, progress from very low starting points is good and increasingly better with the school successfully eliminating any gaps in attainment. Specific and detailed differentiation, as well as a more evaluative approach to the marking of children's work, would accelerate progress even more rapidly and raise standards further. More training to develop staff confidence in assessing children's work especially at the higher levels is required. The highly dedicated RE co-ordinator requires further development in introducing more formal systems to monitor and evaluate standards of Religious Education and ensure rigour and robustness in the quality and analysis of the data.

**The effectiveness of the leadership and management of the school as a church school is satisfactory.**

The strong and passionate leadership of the headteacher, supported by the committed staff team ensure that leadership is inspirational and inclusive. The powerful Christian ethos and vision is owned and lived by all stakeholders, meaning that behaviour and consideration for others is good throughout the school. Key school policies and documentation are rooted in Christian beliefs and values, with the mission statement a visible and constant part of school life. A well thought out self-evaluation has been drawn up jointly by the headteacher and RE co-ordinator. This now needs to be shared with the remaining members of the staff team and more importantly the Governing Body. This self-evaluation of the school's distinctiveness has led to the formulation of an appropriately focused school improvement plan, with accurate identification of priorities. This is evidence of the school's leadership constantly seeking out ways to secure even greater levels of improvement and ways to develop the skills and knowledge of the newly appointed Foundation Governors. The close relationships between church and school are valued and celebrated with classes and the whole school making regular visits to the local church to enhance and deepen learning experiences. This is also supported by frequent visits from the committed priest in charge, Father Richard. Governors are a developing part of the school's distinctive Christian leadership but the majority have only been in post since January and so are very new to their roles. They are committed, energetic and enthusiastic and have a passion for the school's Christian foundation and development. They have not yet begun to formally evaluate Collective Worship and the school's distinctiveness. They are keen to grow into their role and have a keen sense that the school prepares its pupils to 'grow for life'. They are committed to the school's foundation and distinctiveness and the newly formed Values Subcommittee have strong plans in place for future developments. Governors provide effective spiritual support for the headteacher which give her the strength she needs to grow the school and its leadership to ensure the future is secure and of high quality. The development of more rigorous procedures for evaluating the distinctiveness and effectiveness of the school as a church school is now more important than ever in order to secure these improvements.