



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

All Saints' CE (Aided) Primary School
Long Street
Wigston Magna
Leicestershire
LE18 2AH

Inspection Date: 22, 25 and 26 June 2009

Section 48 Inspector: Mr D G Jones (No: 166)



SIAS Report Form

Name and address of school:	All Saints' Church of England Primary School Long Street Wigston Magna Leics. LE18 2AH
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicestershire
Date of inspection:	22, 25 and 26 June 2009
Date of last inspection:	7 th and 9 th June 2006
School's Unique Ref. No:	120206
Name of Head teacher;	Mrs Mary Lawson
Inspector's name (with N.S. No):	Mr D G Jones (No. 166)

Context

The school serves the suburbs of Wigston Magna, five miles south of Leicester. Although its foundation dates back some 130 years, it now occupies a modern building and pleasant grounds. There is an integral community centre and pre-school group and there is also a childrens' centre on site. There are 233 pupils on roll aged 4 to 10, nearly all of a white British background. The school serves a mixed socio-economic area, and the proportion of pupils with learning difficulties and/or disabilities is well above average.

Summary Judgment

The distinctiveness and effectiveness of All Saints' CE Primary as a Church of England school are outstanding.

The headteacher offers outstanding leadership in developing the Christian character of this school so that it is a very real living experience for pupils, parents and the whole community. It is a caring school, popular with pupils and parents, where everyone is encouraged and enabled to achieve their potential.

Established strengths

- Exceptionally strong and imaginative commitment to a Christian ethos by the headteacher with the full support of staff and governors;
- Outstanding range of displays of high quality around the school relating to the Christian and other world faiths;
- Extensive use of surveys and discussion with pupils to assess their response to worship and religious education;
- Outstanding collective worship contributing to spiritual, moral and cultural development.

Focus for development

- Embed formal assessment procedures in religious education;
- Develop liaison with the spiritual leaders of other faiths and with another appropriate school to enhance pupils' experience and understanding of other faiths;
- Further strengthen links with the parish church;

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

The school celebrates and declares its Christian character exceptionally well and lives by those values. There are displays and paintings of high quality relating to the Christian and other world faiths throughout the school: in the hall, all the corridors and classrooms. Great effort is made to strengthen links with the parish church. The priests visit the school regularly, contribute to worship and serve as governors. The headteacher has been co-opted onto the parochial church council and attends family services with a large number of pupils. A peace garden has been created in an internal courtyard: pupils are very proud of this and have planted bulbs there. A water feature and appropriately carefully selected plants create a very peaceful environment with scents such as lavender and jasmine. A wonderful feature in an open area remembers war and celebrates the coming together of communities. A copper beech set in a decorative paved area with two benches are a reminder of the loss of a Polish air crew in 1946 and the more recent loss of the wife of a long-serving governor. An annual service is held here involving the Polish community and the representatives of several county organisations. The headteacher has been awarded a medal by the Polish government and links are being formed with schools in London and Warsaw. There are also strong links with other community organisations: pupils provide baskets of produce to older people in their areas at harvest time and provide a concert and a dinner for senior citizens at Christmas. This is a caring school and relationships between pupils and teachers are good. Pupils' views are sought and taken into account and pupils feel valued and like their school. Achievement is recognised regularly in collective worship and pupils appreciate these awards. Every effort is made to meet the needs of pupils of all abilities and cultures. One pupil wrote a prayer, "Thank you for the school.....it means a lot to me because it helps me to learn. At school every day I have the time of my life."

The impact of collective worship on the school community is outstanding.

Acts of worship are well planned and follow themes suggested by the diocese which include Christian festivals, biblical and other stories and the Christian values exemplified by them and the teachings of Jesus. Key Stages worship separately on two days, with staff leading in turn. The headteacher concentrates on the practice of songs on Tuesdays and leads on Mondays and on Fridays, unless a class is leading (as each class leads in turn twice a year). All teachers and assistants attend. Governors and the parish priests attend on Fridays and parents attend when a class is leading. A cross (draped with a coloured ribbon according to the Anglican season), a candle and a Buddhist singing bowl form a focus at the front on a cloth covered table. Pupils know that the candle is a reminder that Jesus is the light of the world, and the ringing of the singing bowl signifies a time of reflection and prayer. Pupils enter and leave quietly to recorded music and there is a worshipful atmosphere. During the inspection a class led worship was excellent in delivery and content and was applauded by parents and pupils present. Pupils enjoy collective worship, especially when it is class led. Singing is very enthusiastic and invigorating and by contrast the use of the singing bowl is very effective in bringing silence and reflection leading to prayer. Pupils write prayers themselves and one or more is read by the writers, often followed by a prayer by the leader and the Lord's Prayer followed by a sung blessing. The presence of other staff (21 on one day during the inspection) enhances the sense of unity and stresses the importance of the occasion. Worship takes place in the parish church on festivals and at the end of term and an increasing number of parents attend. An Ashing service is held on Ash Wednesday and a large number of pupils now take part. Each occasion (even when achievements are celebrated) is a true act of worship and pupils participate fully. Collective worship makes a significant contribution to pupils' spiritual and moral development. A record with a brief evaluation is kept of each act of worship.

The effectiveness of the religious education is good.

From the lessons observed and discussion pupils enjoy religious education lessons. They answer questions readily and thoughtfully and enter into stimulating discussions about key questions. Good use is made of whole class discussions, pair work and separation into ability groups working on separate but related tasks. Learning in an older group centred around a photograph of the Archbishop of York's vigil to draw attention to the suffering in the Middle East and the apparent lack of political will to respond. The method used proved highly

successful and older pupils enjoyed a vigorous discussion about some of the issues. The school makes use of a variety of teaching approaches and a good use of materials to develop a creative approach to the subject. There is an extensive programme of visits to the places of worship of five world faiths as well as the local church. Pupils remember their visits well and their knowledge of the various faiths is thereby enhanced. One pupil writing of a visit to a Buddhist garden said "I was shocked; it was like being in heaven". Pupils also wrote with feeling about the Easter story in a way that showed real understanding of the suffering of Jesus. Teaching with younger pupils used an interesting map to encourage discussion about different routes that can be followed in life and their consequences. Their question to God varied from, "Do you have big ears to hear everything?" to "How old are you and how did you make the world?" and "What happens in heaven?". Relationships in class are very good and create an atmosphere where pupils could ask these and other questions. Lessons are well planned and follow the syllabus and scheme of work. Topic review sheets are used for self assessment. The co-ordinator reviews teaching and learning by data analysis, work scrutiny and pupils interviews. She takes every opportunity for training and transfers this knowledge to the teachers. She prepares a report to the governors at the end of the academic year and the link governor prepares a report to all governors after each monitoring visit. Formal assessment procedures are now to be embedded and there is a strategic development plan in place for the subject.

The effectiveness of the leadership and management of the school, as a church school is outstanding.

The headteacher leads exceptionally well through her personal Christian commitment and example. Her strategic vision has brought the Christian character of the school into every aspect of school life in a real and very prominent way. She captures the imagination and support of others so that the whole school community has worked together to raise the achievements of pupils and their feelings of pride and self worth. The religious education co-ordinator has an excellent partnership with the headteacher and drives forward the school's aim of 'Giving our best together', by thorough monitoring and evaluation. The governors are supportive and fully involved in monitoring and evaluation. They are very much part of the local community and in a very good position to view the school from outside as well as from inside. The school's deep involvement with the local community and the church owes much to the headteacher's vision and determination.