

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School and Nursery Unit,

Moor Road

Chorley

PR7 2LR

Diocese – Blackburn

Local Authority - Lancashire

Headteacher – Mr A Purcell

Inspection date – Thursday March 9th 2006

Date of previous inspection – 13-17th November 2000

Inspector – Mr R H Hardwick

Context

All Saints CE Primary school is smaller than average with 151 children divided into five mixed ability classes. A nursery is attached to the school. It serves an area of social disadvantage and contends with pupil mobility rates of 30%. The percentage of pupils entitled to free school meals is well above national and county averages. Approximately one third of its pupils have some form of special educational need. Pupils' achievement on entry is well below expectation for their age. In 2005 the schools' work was recognised in its becoming the 30th most improved school in the country.

Summary Judgement

All Saints is a good and improving church school with distinctively Christian philosophy and practice where pupils make very good academic, social, moral and spiritual progress

Established strengths

- The headteacher's strong commitment to Christian values at the core of the school's life and work
- Very strong beneficial links with the parish church in worship
- The constant pursuit of higher standards in very challenging contextual circumstances
- The commitment of the incumbent and new foundation governors in their support of the school.

Focus for development

- Staff in service training and development to further develop the use of national standards in assessing children's progress in religious education
- Develop ways in which pupils can produce better written responses to challenging tasks in Religious Education
- Develop multi-cultural work through exploring the diverse cultural nature of the worldwide Christian church
- Introduce a more formal means of evaluating the impact of worship

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school through its distinctive Christian character makes good provision to meet the needs of all learners. The headteacher and staff work in a context where the majority of their pupils come into school with many and varied challenges. In their time in school children make very good progress academically, which was recognised in the national school improvement analysis. Parents say their children are known as individuals and the children say they feel happy and safe in school. Worship themes and the displays around the school are planned to emphasise the values and behaviours fundamental to respect for each other and working together in harmony and peace. Pupils respond well and their social and moral development is good. Pupils understand what is expected of them in class and out and when trouble arises the emphasis is on the behaviour not the person. The emphasis on building self-esteem is clearly shown by the prominently displayed phrase, "show us off, don't show us up." The adjacent parish church is seen and used as an extension of the school environment. The school's emphasis on art and music is a source of spiritual uplift. The children said they were very happy that the school had become such a bright and lively place.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is good. All Saints is a very welcoming, happy school where Christian values are lived out in its daily life. The careful planning of worship throughout the year enables the headteacher to ensure that the children and staff together explore and understand the essential nature of living as Christians in their school community. The Hall is alive with displays and symbols imaginatively developed to support an atmosphere conducive to thoughtful and reverent worship. The large cross made up of all the childrens' faces is particularly striking. Music is well used as they enter quietly and the table and candle help focus their attention as worship begins. Their conduct in the special service in church was exemplary. They responded well to the incumbent's questions and were very clear and confident in the Lord's Prayer. Worship challenges the children to think about key ideas such as sin and forgiveness in the approach to Lent and Easter. Children say they particularly enjoy the songs they sing in worship and their own plays and dances that they put together when it is their turn to lead.

How effective is the Religious Education in the school?

The effectiveness of Religious Education is good. The quality of teaching and learning in RE is good. The governors and headteacher realise the importance of RE and have adopted the Diocesan syllabus, and devoted appropriate time and staffing to the development of the subject. The co-ordinator has well-developed schemes of work and the lesson planning seen was very good. This gives pupils clear ideas about what is expected of them and opportunity to review what they have learned at the end of each lesson. Information technology is well used as a stimulating teaching aid. Pupils responded very well to the good teaching, cooperated well together on paired work and showed that they could, for example, empathise with Peter after he had betrayed Jesus. Pupils could recall previous work. Their oral work shows that they are learning about and from religion better than their rather limited written work would suggest. This reflects a whole school issue with literacy. Pupils in a lesson on parables were captivated by a very lively and imaginative modern version of the prodigal son and responded with perceptive enthusiasm to the questions that arose. Pupils have enjoyed the contribution of visiting speakers and a very well attended scripture club. Use of national standards to assess progress is in the early stages of development. The school improvement plan notes the need to further develop resources for Religious Education.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are good. The headteacher is passionate in his conviction that the Christian faith must be lived out in the school's every endeavour. In this he is extremely well supported in every way by the governing body, and especially the newly appointed foundation governors. The incumbent commits significant time to the school, meeting regularly with the head, leading worship and supporting teaching. Considering the very challenging nature of the intake their success in generating such improvements in recent times is commendable and extends to pupils' sense of self-worth and security in a community where Christian values of love, joy and peace are so evident. Worship plays an important part in developing and sustaining the good atmosphere and behaviour. The very clear moral and social expectations are founded in respect for every individual as a child of God. Parents are kept well-informed and were very positive in saying how pleased they were with a much-improved school. Pupils have an active school council and report that bullying has been effectively eliminated as a concern. All members of staff are in the colour teams and say that they feel valued and respected for their work. The work of this church school in making a real difference to the lives of its pupils is in the highest tradition of Christian service.