

National Society Statutory Inspection of Anglican Schools Report

All Saints' Church of England Voluntary Controlled Primary School

Slatefell Drive

Cockermouth

Cumbria

CA13 9BH

Diocese: Carlisle

LA: Cumbria

Dates of inspection: 13th June 2006

Date of last inspection: September 1999

School's Unique reference number:

Headteacher: Mr. P. Ovens

Inspector's name and number: Mrs C.M.Bartlett

School context

A one form entry Primary Controlled School set in a large housing estate in Cockermouth. The school is strategically resourced for children with Autistic Spectrum Disorders for which they have recently opened a new building. This has released classroom space and enhanced facilities for group and individual work. The school has a high proportion of children with special educational needs

Summary Judgement

A good, caring Church school consistently working to raise the Christian profile and enhance spiritual development.

Established strengths

- The happy, friendly atmosphere
- The inclusion and pastoral care of children with individual needs
- The positive staff relationships
- The strong Home School Association working for the benefit of the school

Focus for development

- Raise the profile of Collective Worship
- Establish systems for planning, recording and evaluating Collective Worship

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

There is a good Christian ethos reflected in relationships, attitudes and behaviour and in the caring nature of the school. The good Christian ethos of the school where 'everyone is valued and special' (School Prospectus) is evident in the caring nature of the school. Children care for one another especially in the playground where 'people stay with people who feel upset, you look out for them'. (KS2 Pupil) The provision of a well-used quiet area in the playground is one example of the school's awareness of, and support for, individual needs.

The children respond very well to the needs of others both in the local community (especially at Harvest, Christmas and Easter) and in the wider world, reflected in a letter of thanks from a child in Africa sponsored by the school. The Home School Association enthusiastically supports the children in their fundraising.

Pupils recognise the close connection with All Saints Church through RE activities, the school badge and name but much more through the work of the Rector who gives support in the classroom as well as in Worship 'She comes to teach us about things to do with the Church.' The recent work with the RE Advisor on Philosophy for children has provided 'a wonderful medium for exploring faith and its place in the lives of our children' (Teacher) and is appreciated by the children 'It makes you think more, there's never just one answer.' (KS2 Pupil)

A very thoughtful collection of prayers written by children in KS2 reflects the emphasis given to the spiritual and moral development of individuals. The children also talk eagerly about their artwork on a large mosaic to be displayed as a Christian symbol in the new entrance area. Foundation Stage activities relating to Native Americans exemplified imaginative use of the school environment.

The wide variety of extra-curricular activities and residential visits develops individual skills and supports social development whilst giving a practical example of the inclusive nature of the school.

What is the impact of collective worship on the school community?

Collective Worship is satisfactory, the impact of individual acts of worship being diminished by a lack of overall planning, recording and evaluation. Children enjoy

Collective Worship, they like taking part, especially reading their own prayers and reflecting the theme in drama. 'I like to be involved.' (KS2 pupil). They are offered a good variety of experiences and visitors help to reflect the wider church. Music plays an important part in worship especially the enthusiastic singing. 'We like to get together to be a whole school, and to sing songs.' (KS2 pupil) KS1 children bubbled with enthusiasm as they practised some songs for worship. Teachers attend some whole school acts of collective worship and take part in smaller Key Stage acts of worship. The school has identified the need integrate elements of the new RE syllabus with Collective Worship where appropriate.

How effective is the religious education?

Pupils know that each day there is a theme which will give them something to think about and often reflects what is happening in their own lives. 'There is always a point to it.' (KS2 pupil). Maximum advantage is not taken to develop and reinforce this in the classroom as there is no systematic approach to the planning and disseminating of the themes. There is no permanent focus table for worship, or display of the theme for the day, but individual acts of worship are enhanced by imaginative use of visual aids and an overhead is used for the text of songs. The lack of coherent records inhibits continuity and the possibility for effective evaluation.

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

Leadership and Management is good, effectively promoting the Christian vision for the school. The Head is very active in promoting the Christian vision for the school and is ably supported in this by the staff and governors. The school has a particular strength in individual pastoral care and in ensuring all children are included in all aspects of the school. As a Church school all individuals are valued, staff and pupils alike, and staff are encouraged to develop professionally and extend their own experience and skills. Pupils respect the staff as being approachable and fair. 'If there's a problem we tell the teacher and s/he will sort it out before it happens again.' (KS2 pupil)

The Home School Association (HSA) reflects the good sense of community within the school, they give the School Council practical support and provide the means to carry out their ideas. Through the HSA, parents are involved, with the staff and governors in the annual school development evaluation. The successful School Council are secure in the knowledge that they make a difference and express their views democratically. 'We get everybody's opinion about how to make school better and we've got lots of things done.' (School Council Member)

The Rector's involvement in the school, occasionally in collective worship and often in the classroom and as a Governor, is effective in supporting the school's determination to raise the profile of the school as a Church school.

June 2006 SIAS report All Saints' Cockermouth Cumbria CA13 9BH