

## National Society Statutory Inspection of Anglican Schools Report

### All Saints Church of England (Voluntary Aided) Primary School

Tamar Road

Didcot

Oxon

OX11 7QH

#### Diocese of Oxford

Oxfordshire LEA

SIAS inspection: 2 Nov 2005

Previous S23 inspection: March 2000

URN: 123228

Headteacher: Ms. M. Buller

SIAS Inspector NS 143: Mrs. M. Powell

### Summary Judgement

The school's Anglican status is reflected well in most aspects of its life.

### Established strengths

- The attitudes of learners successfully reflect the Christian values promoted by the school.
- The school has a confident vision of the key attributes of a church school.

### Focus for development

Raise the profile of religious education to that of a convincing core subject.

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

The needs of all learners are met well as the result of the Christian ethos which permeates the school. The school has developed a strong sense of its Christian identity that impacts well on provision for the pupils.

They make very good progress in their personal development and are seeking to attain a similar level in their academic work.

The school has a very inclusive approach to all its members and provides very good support for different groups of pupils. The staff consistently promote the self-esteem of pupils and have recently developed an imaginative system of rewards of which the pupils are justly proud. No opportunity is missed for praising pupils for their achievements so that they work and behave well. The pupils are developing a strong sense of community and display a sensitive awareness of their duty of care towards each other.

The ethos of the school reflects a very explicit system of values. Periods of collective worship are used effectively to transmit and underpin these values. In talking to pupils it was very clear that they are developing a strong sense of contributing to others and of justice and inequality. The pupils have been encouraged to engage in an impressive range of activities that develop their spiritual, moral, social and cultural awareness effectively. The pupils are developing their potential as good citizens.

The school is very proud of its "Healthy Schools Award". This, together with a strong programme of sporting activities and achievements contributes well to their overall sense of well-being.

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

The quality of worship is satisfactory and is making an increasing impact on the pupils' developing awareness of self and their place in the wider scheme of things.

Worship is increasingly regarded as a key element in the provision for pupils' overall development. The school is developing a good range of opportunities for pupils to become reflective individuals. The school has undertaken to review its provision for collective worship to ensure that the reflective, prayerful attitudes already present are developed further. A more imaginative approach is impacting well on the pupils' engagement and the active role they play in leading worship. Christian values are supported and traditions, such as the celebration of major festivals, are upheld. Many of the pupils expressed the view that worship is "a special time" when they appreciate coming together as a school or when they are able to reflect quietly as a class group. In both periods of worship seen, there was a strong element of reflection and a powerful sense of engagement on the part of the pupils.

Governors and members of the local clergy are fully engaged in developing further the good characteristics of worship already present in the school. Together with the headteacher and staff, they are considering how a cycle of key themes can be developed further and how pupils can increase their active role in leading worship. Special occasions such as the leavers' service are highlights of the worship calendar. The school is developing a good range of opportunities for pupils to become reflective individuals.

### **How effective is the Religious Education in the school?**

Religious education does not satisfactorily reflect its core status in the curriculum. Provision for the pupils is planned conscientiously according to the locally agreed syllabus. The staff are committed to further improving the pupils' engagement and interest in learning about religions and developing their understanding of the impact of religious belief on the lives of believers. Older pupils talked freely of how they value opportunities to talk about how religious education affects their feelings and develops their beliefs. They expressed a strong moral conviction that what they have learned about God's world leads them to want to be stewards of their school and wider environment. The school has recently agreed an action plan to develop religious education as a still more dynamic aspect of the curriculum that has the potential to make a very powerful impact on the pupils' overall development. The co-ordinator for the subject is well qualified and recognises her role to provide a positive, lively quality of leadership. This will ensure support for other staff in their teaching. Well focused monitoring of teaching and standards of work across the school are now seen as a priority. Discussion with pupils revealed that they had a good recall of lessons where imaginative resources and activities had captured their interest. Little assessment of the pupils' work has been undertaken to establish what pupils know, can do and where they need to improve.

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

The school is satisfactorily led and managed.

The headteacher and foundation governors have a clear vision of the distinctively Christian character of the school. They work hard to articulate it so that it is explicit to all who have an interest in developing a worthwhile, enriching community for all the learners.

The headteacher's commitment to developing the full potential of all members of the school as partners in a Christian community was reflected in a recent self-evaluation exercise involving some staff and governors. This effectively raised their awareness of how to focus more sharply upon evaluating the impact of teaching and other provision on the pupils' attainments both in respect to their academic and broader personal development. For example, pupils now enjoy increased opportunities to undertake responsibilities. The school recognises the potential for communicating more explicitly the distinctively Christian aspects of the school and also for raising its profile to newly arrived staff. The induction process is consequently being reviewed. However, the staff are very aware of and successful at providing an appropriate Christian role model in their relationships with the pupils. The high level of care shown towards the pupils leads them to behave in a kind and considerate way towards each other.

The school cherishes its links with its community and is concerned to be well regarded by its representatives. The relationship with local churches is strong. The school appreciates the support it receives and itself makes a good effort to contribute to community events. The views of representatives of the Diocese are actively sought, valued and acted upon. Overall, the school values the local partnership of schools and seeks to be a very positive contributor to it. Local partner initiatives are very actively supported. Parents expressed considerable satisfaction about how the school involves them in many aspects of its life.

SIAS NOVEMBER 2005 All Saints CE VA Primary School, Oxfordshire, OX11 7QH