

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Githa Road
Hastings
East Sussex
TN35 5JU

Diocese: Chichester

LA: East Sussex

Dates of inspection: 7 July 2006

Date of last inspection: September 1999

School's Unique reference number: 114573

Headteacher: Cecy Kemp

Inspector's name and number: Alison Flynn

School context

All Saints CE Junior School is situated near the old part of the town. Almost all the children come from the immediate area transferring from the local community infant school. The school has ten teaching staff and eleven support staff. The percentage of children taking free school meals is a little above the national average while the proportion of children from an ethnic minority is low. The school has links with two local churches in the parish. The present headteacher has been in post for one year.

Summary Judgement

All Saints CE Junior School is a good Church school with some outstanding features. The school is fully committed to its Christian distinctiveness and pupils' development, academic, personal and social, is enhanced by its Christian vision. The regular acts of worship have a significant impact on the pupils and staff. The headteacher, foundation governors, incumbent and other members of the church community express their Christian vision for the school in their various roles. Pupils feel secure and safe in their relationships and speak confidently of the support available to those with challenging behaviour and in difficult times.

Established strengths

- There is a very good, caring ethos based on strong Christian values.
- There are very strong links with local churches.
- The headteacher, who has been in post for one year, and her longer established RE
- coordinator, are enthusiastic and have a clear vision for RE and Collective Worship in the future.

Focus for development

- Further involve pupils in the evaluation of acts of worship and RE to meet their needs more effectively.
- Build on teaching and learning through creativity and embed current practice further.
- Develop staff expertise to enable succession planning.

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

The school, through its distinctive Christian character, meets the needs of all learners well with some outstanding practice. The aim to have a 'safe and caring environment guided by Christian values' was clearly understood by pupils. The school provides well for pupils of different abilities and from different faiths and cultures. There is evidence of praise and reward and the children spoke very positively about this aspect of school life. There is a strong commitment to a daily act of worship and to involvement of local clergy. An interdenominational Schools Christian Worker leads worship and a JAFFA (Jesus, a friend for all) after school opportunity for years 3 and 4 attended by about 20 pupils. The link is planned to carry on for the pupils into year 7 to support transition for pupils. The school council is having a positive effect and the school buddies were very enthusiastic about their role in school life and particularly empathetic and sensitive to children who find certain aspects of their behaviour difficult.

Spiritual development is encouraged through good displays of pupils' own work in Religious Education and global links with Zimbabwe and Zambia. The library has a

good selection on Christianity and other faiths which the pupils were quickly able to find and talk about. Behaviour was good though there are some challenging children in each year group; an anti bullying display was clearly understood by pupils. Pupils are well cared for by staff and good relationships were observed between staff and pupils and among pupils.

Grade: 2

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

The impact of collective worship on the school community is very good. Acts of worship are Christian in character and well developed. They were observed beginning with a spiritual focus of lighting a candle and a response affirming God's presence. The headteacher, incumbent and RE coordinator meet regularly to plan the themes and content of acts of worship which identify the leaders, hymns and biblical links; they also evaluate the effectiveness of worship. There is a strong commitment to a daily act of worship. Pupils experience a variety of people leading acts of worship. For instance, they are led by three local clergy, including the incumbent, the headteacher, the schools worker, deputy head and RE coordinator. Many staff attended the acts of worship observed, setting a good example and role model for the pupils. The incumbent is keen to continue to build up her input and links with the school. Most pupils enter the junior school without the experience of a church school and so there is an emphasis on helping year 3 children to make this transition as they acclimatise to the patterns of worship in the school. Pupils are keen to take the opportunity to write their own prayers and spoke with understanding of how they are offered up to God in acts of worship. The children sing well and with enthusiasm. Parents are regularly invited to celebrations of good work.

Grade: 1

How effective is the religious education?

The quality of teaching and learning is good. Religious education is recognised by governors and staff as being of great importance to the school and its pupils. The scheme of work is based on the Diocesan guidelines and is progressive and includes assessment. RE is part of the school development plan and is to be reviewed in 2006/07. A focus week was observed on the theme of 'crosses' which was explored in a cross curricular way. The pupils were knowledgeable and enthusiastic about the different crosses chosen for their class to study. Standards of achievement observed in this project were good; other work in folders was satisfactory overall with some good evidence of differentiation and progression. Strong links are made with the local Christian community and regular use is made of resources available to support children's learning. For instance, the schools worker has led Bible Explorer in year 5. There is an established commitment to developing effective methods of teaching and presentation; the whole staff recently took part in training on teaching RE through dance and drama, supporting the development of creativity in the school.

Grade: 2

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

The leadership and management of the school are good with some outstanding features. The headteacher and senior leadership team are committed to the distinctive Church school and make a significant contribution to the Christian values and education of all pupils. Contributions of the local churches is effective and supports the management of the school well. The headteacher has been in post for a year and has made this a priority. Staff and governors have a clear commitment to promoting the Christian character of the school. There are effective systems in place for development and evaluation of collective worship and R.E., some only recently implemented. Involvement of governors and pupil voice in evaluation and monitoring is currently under review and part of the school development plan. Similarly, communication with parents about the church school status is planned for the coming academic year. Teachers and support staff feel valued and supported and are very positive about the leadership of the school.

Grade: 2