

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Secondary School

Blair Avenue
Ingleby Barwick
Stockton-on-Tees
TS17 5BL

Diocese of York

Stockton LEA

SIAS inspection: January 16 & 19 2006

Previous S23 inspection: N/A

URN: 132809

Headteacher: Kevin Mann

SIAS Inspector NS# 146: Sue Foster

Context of the school

All Saints CE School opened in September 2003 as the first new secondary school in the Diocese of York for over 100 years. Funding was secured through a partnership between the Diocese, Stockton LEA and a private contractor. It is the only secondary school in Ingleby Barwick and draws pupils almost entirely from this expanding area of new housing. The first group of pupils through the school has reached Y10 and attainment on entry is above average. The school was founded on clear Christian values and with an innovative vision for what a CE school could offer to the local community in the 21st century. It is therefore unfortunate that the first two years have been very traumatic for all involved in the school. The first Headteacher left within the first year due to ill-health and interim arrangements became necessary. The current Headteacher only took up his post in January 2005 and, together with the Governing Body, is beginning to reflect on how the School's vision and mission statement should be fully implemented.

Summary Judgement

All Saints is satisfactory as a Church of England school with some significant strengths and the capacity to improve rapidly.

Established strengths

- This is a genuinely Christian school underpinned by distinctive Christian values and vision.
- Pupils are very well cared for as individuals created in God's image, whose skills, talents and aptitudes are celebrated, cherished and nurtured.
- Relationships between Church and School are strong, including the developing model of Chaplaincy which is an asset to the school community.

Focus for development

- Involve all relevant stakeholders in a complete review of the meaning and purpose of collective worship at All Saints.
- Further develop Religious Education (RE) as one of the core subjects.
- Develop effective systems for monitoring and evaluating all the distinctive features of a Voluntary Aided Church of England School.

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

The school is good in meeting the needs of all learners through its distinctive Christian character. Good provision is made through a broad and balanced curriculum with many extra curricular opportunities. Lessons are lively and meet the needs of all pupils, often challenging the most able and supporting those with SEN. Learners flourish in the positive and caring atmosphere. Pupils' spiritual development is encouraged in acts of worship and by the enriching school environment. At present the school lacks a co-ordinated approach to promoting spiritual development through the curriculum. Moral and social development is outstanding. Pupils' cultural development is good and includes many opportunities to engage in a wide range of visits and cultural activities. Relationships are exemplary and characterised by Christian care and concern for others. Pupils are exceptionally mature, thoughtful and achieve well in relation to their abilities. The School Council is developing into an effective vehicle for the 'pupil voice' to influence wider school decision-making. It provides a range of social activities and helps to set direction for the school's charitable giving to local, national and global communities, which is impressive. The school's ethos is distinctively and positively Christian. Learners and their parents are overwhelmingly appreciative of the high quality of education provided. Pupils are very happy to attend this school!

How effective is the Religious Education in the school?

Provision for religious education is satisfactory. Whilst Governors and senior management have always acknowledged the importance of RE, it is only recently that appropriate recognition has been accorded the subject. The recent appointment of the first specialist newly qualified teacher as subject leader shows the school's intention to develop RE as one of the school's core subjects. Standards are comparable with other subjects and achievement is at least satisfactory. The quality of teaching and learning is satisfactory overall and sometimes good. Pupils say they enjoy RE and have positive attitudes to both the subject and the teachers. A policy document is currently being produced and schemes of work are being written in line with the Diocesan Guidelines. The GCSE syllabus is under review at present and it is expected that all pupils will take the full course at the end of Y11. The use of interactive white boards as a teaching aid in most lessons is very effective in stimulating thinking at all levels. More opportunities for pupils to use them would further enhance this provision and contribute to personalised learning.

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

The impact of collective worship on the school community is satisfactory. Collective worship is satisfactory overall, though an urgent review of both policy and practice is required. At present the Governing Body is not meeting the statutory requirements. Formal occasions for Year group and whole school Christian worship are well planned and effectively delivered by senior staff and the Chaplaincy team twice a week. On these occasions pupils have opportunities to sing, pray and reflect on a range of themes related to faith and to contemporary moral issues. The arrangements for worship during tutor time are not exploited consistently, leaving some pupils with only the formal experience of worship twice a week. Currently there is no system for monitoring and evaluating collective worship.

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

Leadership and management of the school as a church school is satisfactory and improving significantly.

The quality of leadership at all levels contributes significantly to the success of All Saints. Its Christian purpose is clearly expressed in the mission statement and other documentation and is fully supported by both pupils and parents. However, the school's senior leaders and Governors have not given consistent attention to the ongoing development of some key aspects of its Anglican foundation. Limited use has been made of the Diocesan or National Society's self-evaluation toolkit as an audit of where the school is and what needs to be done to improve. Links with the local church need to be continually strengthened and extended to embrace the wider parish community in the life of the school. Leaders should concentrate urgently on transforming Collective Worship and RE to ensure that the school's stated aspirations are fully implemented. There is clear evidence that they are already actively seeking to address these issues.

SIAS JANUARY 2006 All Saints CE VA Secondary School, Stockton-on-Tees, TS17 5BL