

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Boughton Green Road

Kingsthorpe

Northampton

NN2 7AJ

Diocese of Peterborough

Northamptonshire LEA

SIAS inspection: 26 January 2006

Previous S23 inspection: Not applicable as the school status and composition has changed

URN: 122096

Headteacher: Mrs Morey Gompertz

SIAS Inspector NS: Heather Wilson

School context

The school, which serves the deanery rather than a single parish, has undergone a dramatic transition from middle to primary status following local authority reorganisation. This has meant massive changes and has caused enormous upheaval and trauma to both learners and teachers. The RE curriculum and daily act of worship have needed rethinking in order to cater for the needs of a very different, broader age and ability range.

Summary Judgement

The school's outstanding Christian ethos and distinctive management has enabled it to weather the transition from middle to primary status whilst maintaining good quality RE and acts of worship which meet the needs of all pupils.

Established strengths

- A distinctively Anglican ethos which celebrates diversity while maintaining its Christian identity.
- Management, staff and parents committed to a commonly held agreed vision for the school.
- Ability to face the challenges brought about through external and internal pressure.

Focus for development

- To continue to review and adapt the RE Syllabus to meet the needs of the Primary age group and to provide suitable and rigorous assessment for monitoring pupils' progress.
- To continue to support learners and staff still in the 'transition' stage.
- To bring into full use those one or two areas of the school which have still not been fully remodelled to the needs of a primary school.

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

The distinctive Christian character of this school is outstanding in the way it enables the needs of all learners to be met. Children with special needs and from ethnic minorities feel valued and demonstrate that they are happy, relaxed and confident. A pupil in an electric wheelchair spoke favourably of her present situation compared with the special school she previously attended. Another who had transferred from a school because of bullying felt valued and listened to. A parent was able to compare the school favourably with another attended by her older children when they were of a similar age. The recent OFSTED Report says that 'a very clear vision of a caring Christian community where every child matters, while emphasising high standards, is at the heart of everything the school does.' An increasing number of parents from other faiths are choosing to send their children to this school.

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

Collective Worship is fundamental to the life of the school, makes a good impact on the pupils, a positive impression on parents and is valued by staff. Children questioned about the distinctive nature of the school all mentioned the chapel and the acts of worship that take place there. Acts of worship demonstrate the diversity of approach within the Anglican tradition. They contain both teaching and worship firmly based in the Anglican lectionary. Learners attending them were engaged, focused and responsive. A parent spoke positively of acts of worship she had attended. All staff join with their classes in worship. Governors also attend when able and are positive about the experience and the contribution it makes to the life of the school.

How effective is the religious education?

Religious Education is effective and of a good standard, firmly based on the principles and values of Christianity yet allowing pupils to explore with integrity the beliefs and faiths of others. Samples of work showed a correlation between standards of work in RE and that in literacy, although teachers stressed that it was not felt appropriate to mark RE work by literacy standards but to give learners opportunities for reflection. Learners engaged confidently in class discussions, demonstrating an understanding of previous teaching. A Sikh pupil eagerly explained to the rest of the class the way his family celebrate Diwali. Pupils demonstrated an understanding that many of the pictures and displays seen around the school were important expressions of the Christian faith, even those who were not always able to articulate the precise imagery or symbolism. The acting RE co-ordinator has worked hard to ensure RE continues to grow and develop while her colleague is on maternity leave, and has liaised with her on curriculum development and ensured that there is a budget for training and resourcing on her return.

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

Good leadership and management within the school have established a clear vision of what it means to be a church school and worked hard to make that vision a reality. The head teacher and committed staff are well supported by the governors who take an active interest in all aspects of school life. The head teacher was due to retire last year but stayed on to see the school through the difficult period of transition from middle school to primary status. The document she has compiled on the distinctive Christian nature of the school to see it through the transition phase has been discussed by governors and underpins the vision for the school of the future. Christian compassion and concern with an emphasis on forgiveness lay at the heart of the vision. Staff are committed to the vision to the extent that some who were displaced during reorganisation have subsequently rejoined the school. Support staff stated they felt valued as members of the school community and committed to the vision of the school. Pupils' views and feelings are fully represented through the School Council. Parents feel the school is approachable. A questionnaire is sent out to parents and pupils periodically, inviting responses to a variety of issues to do with the school and its environment. Past responses show that a number of parents are eager to respond in a positive manner and value the opportunity to do so.