

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Primary School and Nursery Unit

Castle Street
Wellingborough
Northamptonshire
NN8 1LS

Diocese of Peterborough

Northamptonshire LEA

SIAS Inspection: 21st March 2006

Date of last inspection: 6th - 9th November 2000

URN: 121998

Name of Headteacher: Mrs Lindsay Hall

SIAS Inspector NS: Ms Geraldine Hansford

School context

All Saints C of E (Controlled) Primary and Nursery School is an average sized school in Wellingborough with 236 pupils on roll. No pupils claim free school meals. The percentage of pupils from minority ethnic backgrounds is similar to that found nationally and very few speak English as an additional language. The school has a larger proportion of pupils with learning difficulties than found nationally. The school is a Beacon School and has achieved Bronze standard in the Healthy Schools Award and ECO Schools Award. The school is working towards the International Schools Award and has linked with schools in India, Malta, Italy, Poland, Romania and Denmark.

Summary Judgement

All Saints (VC) Primary School is a good and effective Church of England School with a distinctive Christian ethos and many outstanding features. Christian values provide the foundation for a caring and supportive environment and are embedded in the life and work of the school.

Established strengths

- The strong Christian leadership provided by the headteacher ensures that the school is effective overall and, particularly, as a church school that fulfils its mission statement.
- Relationships with All Saints Church are very good and many Christian festivals and other notable occasions are celebrated in the church.
- The incumbent is actively involved in the work of the school both as chair of governors and in leading collective worship on a regular weekly basis.
- Work in religious education impacts well on the spiritual, moral, social and cultural development of the pupils.

Focus for development

To develop further the school should:

- Construct a development plan for collective worship, which extends and develops the good practice that is established in the school.
- Instigate a training and development programme for collective worship to enable more staff to become positive role models and, thus, enhance the learning experience and widen their appreciation of Christian practice.
- Establish formal procedures for recording the opinions of learners, parents and other stakeholders.

The headteacher has identified the following area for development with which the inspector concurs:

- Develop the approach to the building and the reception area to demonstrate more overtly the school's distinctive Christian character.

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

The school ethos is good and has many outstanding features. Its distinctive Christian character is promoted through documentation, on the school web site and across the curriculum. The school meets the needs of all its learners through a wide range of support strategies, exemplifying the Christian values of care and consideration for others. The school is very effective in fostering the faith of Christian pupils and in challenging and stimulating the interest of others. Pupils learn well about their international neighbours through projects such as 'Africa Day'. The visit by a deputy headteacher from a church school in Kenya enhanced the pupils' understanding of the broader Christian context. The

school provides curriculum enrichment in a variety of ways including many clubs and activities. Learners and parents feel that they are listened to and that their views are taken seriously. Learners understand the school's process for raising individual issues through the class 'worry box' and wider issues through the school council. Parents appreciate the school's open door policy. There is a weekly celebration assembly that strongly demonstrates the value of and commitment to pupil achievement in all aspects of school life and which is enjoyed and valued by the learners. The school strongly promotes good relationships and safe practices which is evident from the responsible attitudes and behaviour demonstrated by the learners. There is a good record of charitable giving and support for people in the local and wider community.

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

The impact of collective worship on the school community is good and, by providing an important focus for the day, makes a significant contribution to the life of the school. Learners know what is expected of them – they enter, wait and leave in an orderly manner. Worship is soundly based on Christian principles, with teaching, singing, time for reflection and prayer. A lighted candle is used to focus attention. Pupils make valuable contributions to worship, effectively demonstrating their knowledge, skills, talents and experience. They are attentive and participate in a positive way, joining in the singing, reciting the Lord's Prayer and sharing the peace. They respect times of quiet and volunteer views during interactive parts of the worship. They respond to the opportunities to reflect and pray. The vicar of All Saints Church leads collective worship on a weekly basis. He captures the imagination of pupils with his presentations and this enables them to recall the content and meaning of what they have learned. The school holds special services in All Saints Church at significant times of the year. These are very well attended and are clearly valued by all participants.

How effective is the religious education?

Religious education is acknowledged as a key element in the school curriculum and is clearly outlined in a policy document. The headteacher, as RE co-ordinator, gives strong leadership to staff in delivering well-planned lessons with clear learning objectives. Staff have the skills to deliver stimulating lessons with challenging content and, as a result, pupils' attitudes to learning are very good. The standard of work and attainment of the children is good because of the high quality of teaching and learning and there is good evidence of progression and differentiation. Displays in class and around the school reinforce the status of religious education and highlight the Christian ethos of the school. RE promotes wider understanding through encouraging pupils of other faiths to take a lead role in explaining and sharing their beliefs with others.

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

The leadership and management of the school as a church school are good with some outstanding features. The effective leadership of the head ensures that the school strongly promotes its Christian foundation as described in the mission statement. The headteacher has a clear vision for the school and is working very hard to achieve it. She has made a thorough assessment of the school's many strengths and identified areas for improvement. Since her appointment much has been achieved, including some innovative building work which has improved and increased the accommodation to provide learning environments of the highest quality. The staff and governors feel valued and supported and are very positive about the leadership. The adults in the school have high expectations of behaviour, care and respect for the individual which reflects the school ethos and gives strong leadership by example. Although half of the governors are new, they have embraced their role with enthusiasm and commitment and are developing their knowledge and understanding of how to give a long-term strategic direction to the running of the school; to be critical friends to the school; and to ensure the school is accountable for its actions.

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