

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Chapel Fields Lane

Hindley

Wigan

WN2 3QS

Diocese: Liverpool

LA: Wigan

Dates of inspection: 31st March 2006

Date of last inspection: March 2000

School's Unique reference number:

Headteacher: Mr K Ward

Inspector's name and number: Mrs Dot Thomson

School context

All Saints is a larger than average primary school for 3-11 year olds with 269 pupils on roll. It serves the parish of All Saints, Hindley, which is an urban area situated five miles from the centre of Wigan. The pupils are predominantly white British. There are a small number of pupils from minority ethnic communities and a very few who have English as an additional language. The school holds the National Eco-School's Bronze Award.

Summary Judgement

Hindley All Saints Church of England Primary School is satisfactory as a Church school with some good features.

Established strengths

- Strong emphasis on personal and social development underpinned by Christian values of care and concern
- The celebration of faith and achievement in collective worship
- The strong relationship between the church and the school

Focus for development

- Using the environment to celebrate the Christian ethos of the school
- Establish assessment in religious education so children know which skills they are developing and how to improve their work
- Regular and rigorous monitoring of all aspects of the distinctive nature of the school

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

All Saints School is satisfactory in meeting the needs of learners through its distinctive Christian character. Pupils feel valued and supported. Older children enjoy taking on responsibilities in school and especially for the youngest members of the school community. Teachers encourage children and provide positive role models for them to follow. The children appreciate the regular visits of the vicar to the school. They see him as a trusted friend. Christian values of care and concern for other underpin the good personal development programme. As a result, children feel safe, are mannerly and show respect to one another and to their teachers. The school environment is bright and cheerful. A recent mural created by the children who worked with local artists welcomes people to the school. Display celebrates learning but there needs to be more emphasis on the Christian nature of the school within general display.

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

Collective worship has a good effect on the school community. Worship forms an integral part of school life. It is inclusive and provides a broad experience of the pattern of worship in the Christian calendar. Children enjoy worship, including the Eucharist service held in church each term. They look forward to attending church and appreciate the welcome they receive from the vicar. The children speak positively about class led worship. They enjoy hearing stories and singing and are familiar with both formal and extempore prayer. Imaginative use of puppets

encourages participation and involvement in worship. This special time in the school day is being used to encourage Christian values and attitudes, celebrate faith and achievement and to nurture the strong sense of family prevailing in the school.

How effective is the religious education?

The effectiveness of religious education is satisfactory with some good features. The programme for religious education is broad and balanced. Opportunities for children to study Christianity are good. The study of other faiths is sensitive and respectful. Children are enthusiastic about their learning and enjoy their lessons. Children's standards in religious education are average. They achieve well when teaching is good although this is not consistent across the school. Although work is marked and teachers' comments are encouraging, assessment practice is under developed. This means children are not clear about the skills they are developing or the best way to improve their work. Religious education makes a good contribution to pupils' personal and spiritual development and there are good links with literacy. Children are able to use letter and report writing skills to explore Ramadan or to describe Jesus' entry into Jerusalem.

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

Leadership and management of the school as a church school are satisfactory overall. The Headteacher, governors and staff are effective in promoting Christian values within the school. The Headteacher has developed a clear and distinctive vision. The personal, social and spiritual development of children are key priorities and this emphasis means that they care for each other, are polite and co-operate well together. There is a warm and friendly family ethos, where children, staff and visitors feel welcome and children feel safe. The relationship between the school and the parish church is strong. The Vicar supports the school well and is a valued, critical friend. Children enjoy his visits to school each week. The school is focusing on raising standards but does not have method for judging the how much the distinctive nature of the school (ethos, worship and religious education) is improving. The Headteacher and subject leader for religious education keen to develop self evaluation by making better use of Diocesan resources.

SIAS report March 2006 All Saints Church of England Voluntary Aided Primary School
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