

## National Society Statutory Inspection of Anglican Schools Report

**All Saints Benhilton Church of England Voluntary Aided Primary School with Nursery,**  
All Saints Road,  
Sutton,  
SM1 3DA

### **Diocese of Southwark**

School's Unique reference number. 102990.

Dates of inspection: 1<sup>st</sup>/2nd February 2007.

Dates of last inspection. 18<sup>th</sup> and 20 June 2001.

Name of Headteacher. Mrs Denise Parrett.

Inspector's name with National Society inspector's number : Mr. Arthur Williams 279

### **School context**

The number on roll is 297. Learners come from a range of social backgrounds and from a wide geographical area. Most are of White British origin and few speak English as an additional language. 15% are on the Special Needs Register and less than 8% are eligible for free school meals. Approximately 65% of learners regularly attend church or Sunday School. The school has gained several nationally recognised awards.

Admission is split into 80% foundation places and 20% open. The school is over subscribed.

### **The distinctiveness and effectiveness of All Saints, Benhilton as a Church of England school is outstanding.**

The school has many strengths. Its ethos is distinctly Christian and is highly effective in valuing every member of the school community.

### **Established strengths**

- The strong Christian ethos that respects the uniqueness of each learner.
- The outstanding collective leadership of Governors, headteacher, priest and staff, that is further supported by a living and dynamic partnership between school and founding church.
- High quality acts of collective worship.
- High quality inter-active displays of spiritual, moral, social and cultural themes around all the school and nursery.

### **Focus for development**

To further raise the standards of Religious Education (R.E.)

- By using the information from the effective assessment systems to better inform teaching and learning.
- By further challenging the more perceptive Religious Education (R.E) learners.
- By improving the marking of work so learners are better informed and know how to improve their work.

### **The school, through its distinctive Christian character is outstanding at meeting the needs of all learners.**

The school is true to the Christian belief that every child is unique, deserves the best, and flourishes in a community of care and security. It is particularly successful in combining high academic standards within an atmosphere of care for the individual needs of the learner. The positive relationships between staff and learners is a strong feature of the school. This is a noticeable feature in every class from Nursery to Year 6. Support staff are valued and used effectively. An example of this was in Reception. The Teaching Assistant was recording the learners verbal responses to seeing how a mother cared for a baby. This information formed part of the teacher's on going R.E. assessment. Learners recognise and value the care

shown to them. They recognise their behaviour is managed consistently and value the fact that their opinions are considered. Parents and carers respect the school. They were full of praise for the way the school lives out its Christian mission. The school is also an exceptional example of how display can promote the Christian character of a school. Throughout the building displays using artefacts, paintings, and photographs, celebrate Christian values and enhance the learners spiritual, moral, and cultural development. Learners were quick to show visitors their anti-bullying display, the artefacts promoting light, the achievements of the School Council, and displays celebrating creation. The school keeps records of past displays and they are a valuable asset.

### **The impact of collective worship is outstanding.**

The impact of collective worship on the school community is outstanding. Collective worship occupies a place of vital importance in the life of the school and is a key element in its Christian witness. Acts of worship are well planned and are part of a coherent policy. They are imaginative and clearly support the learners' spiritual development. In the Key Stage One act of worship, learners responded to the focus of a lighted candle. They were able to make thoughtful contributions on how we can bring light to others, sang well and used silence as a time of reflection. The whole school act of worship, celebrated the festival of Candlemas. A learner played the piano to create a sense of occasion. This was then imaginatively enhanced by some of the older learners, standing around the hall, holding candles taken from a central candle. As the hall lights were turned off the sense of awe was palpable and was used by all as a time for reflection. The act of worship was enhanced by good singing, appropriate prayer and the leader retelling the story of the visit of the Joseph and Mary with the baby Jesus to the temple. This was an example of the consistently high quality of the regular acts of worship. Worship is always recognisably Christian and honours the Anglican tradition. Excellent use is made of the resources of the Church, especially the contributions of the priest. Learners particularly welcome the school mass that is held at regular times in the life of the school. There is a clear distinction between the act of worship and the weekly celebration of learners' achievements and birthdays. This was done with humour and enjoyed by all. Learners clearly enjoyed the individual successes of their friends. However they did reserve the loudest cheer for the birthday of a member of staff!

### **The effectiveness of the Religious Education is good.**

The R. E. policy and scheme of work is appropriate and taught to a consistently good standard across the school. The Bible knowledge of learners is excellent and written work is well presented. Learners enjoy the lessons and their behaviour was exemplary. Teachers use a range of appropriate teaching styles, recall of previous work, good questioning, group work, art, visitors and visits to the church. An infant class had recently been to the church to act out a baptism, while the Reception Class clearly learnt a lot from the visit of a parent with a baby about how a mother cares for a child and made the step to discuss how God cares for us. A particularly strong feature was the way that teachers used the learners knowledge of Judaism, taught as a separate unit, to support them to understand Bible stories. For example, a teacher was able to retell the story of Esther, already knowing the learners already understood that this was a key story of the Jewish faith. Teachers used lessons to encourage learners to apply what they learnt to their own lives. So a Year 2 class were able to discuss how they cared for animals after hearing the story of Saint Francis. A junior class were able to empathise with the bravery of Esther and Mordecai. Here a Teaching Assistant, who was also a Midday Meals Supervisor, highlighted the moral dilemma of reporting on the negative behaviour of friends at playtimes. However such applications are not fully developed across the school. Many of the more perceptive learners showed glimpses of how they would benefit from this. For example, in one class learners were given the freedom to design their own Garden of Eden and this produced some excellent work which able learners were able to explain in great detail. The school's excellent assessment systems clearly identify the more perceptive learners but the impact on future teaching and planning is underdeveloped. Work is thoroughly marked but is often left at the level of a general comment like "fantastic," "well done" or making a remark about presentation. Marking does not help learners improve their work. Prayer writing plays a central part in the life of the school and was strongly welcomed by parents. Some classes had designed their own prayer books and an open prayer box in the entrance provided opportunities for learners to write everyday prayers enabling learners to experience a wide range of prayer opportunities.

**The leadership and management of the school is outstanding.**

The headteacher, priest and governors provide exceptionally effective leadership and work in very close partnership. The dynamic and strong link between the founding church and school is a key feature. Both communities value each other. The school takes part in the pattern of Sunday worship, and there is an extensive programme of services where the school visits the church. The priest is a visible witness in the school and leads a weekly act of collective worship. He often informally visits the school and this is welcomed by staff and learners. The Foundation governors take their role seriously and continually encourage the link. An example of this is the way that church and school together raise money on projects such as "Water Aid," a charity providing clean water for the Third World. The school's self-evaluation is accurate in identifying its strengths and areas for development. The R.E. co-ordinator is new to her post but has inherited excellent documentation and she already has a good grasp of the present good standards in R.E. and how to improve them. New staff comment on the very effective induction arrangements and the Christian values are clearly made known to new staff and parents. The priest's letter in the school brochure clearly states the school's Christian values and how they are lived out. The headteacher has the wide respect of staff, learners, parents/carers and governors. She is very "hands on," very accessible to learners, parents/carers and staff. Learners comment on her jokiness yet firm and fair application of rules. Parents/carers speak appreciatively of the school's Christian ethos and recognise the strong commitment of staff and governors. Learners who leave All Saints leave the school having been educated in a caring Christian environment, have a strong knowledge of the Christian faith and understand what it means to make a faith commitment.

SIAS report February 2007 All Saints Benhilton Church of England Voluntary Aided Primary School with Nursery, All Saints Road, Sutton, SM1 3DA